

The Playground Guide for Inclusive Play



PREFACE

OVERVIEW

The Playground Guide for Inclusive Play is a project of The Promoting Inclusive Play in Alberta (PiPA) initiative, a partnership of The Steadward Centre and Canadian Tire Jumpstart Charities. PiPA is a proud collaborator with the Canadian Disability Participation Project and the University of Toronto to produce inclusive play research and resources. Please see The Steadward Centre website or contact us for more information on ongoing research, new projects, and the latest inclusive play resources.

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AUTHORS

This guide was created and edited by:
Carrie Millar, MA
The Steadward Centre, University of Alberta
Jenna Richardson, MSc Student
University of Alberta

SPECIAL THANKS

Canadian Tire Jumpstart Charities
The Government of Alberta
The City of Edmonton
Canadian Disability Participation Project
Dr. Jennifer Leo
Dr. Kelly Arbour Nicitopoulos
Kassi Boyd
Kirsten Large
Maeghan James

WEBSITE

This guide is available online at:
uab.ca/tsc

CONTACT

For more information please contact:
tscic@ualberta.ca



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Introduction to The Steadward Centre for Personal and Physical Achievement University of Alberta

Who We Are

The Steadward Centre (TSC) is a leader in Adapted Physical Activity and Parasport development, annually serving more than 1000 children and adults experiencing disability and training more than 250 students. As part of the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta, the Centre's strong research and education focus allows it to deliver innovative programs and to share expertise with community fitness and sport leaders across Alberta.

As a Centre focused on research, teaching and service delivery, we research, educate, and collaborate for:

- Leadership, innovation, and inclusion for people living with impairments
- Meaningful advances in Adapted Physical Activity and Parasport achievements in personal fitness, motor skill development and athletic performance
- Future leaders, educators, coaches and healthcare professionals

Our Mission

To foster community and individual achievement and excellence in Adapted Physical Activity and Para Sport by applying innovative research, sharing our expertise, and delivering quality programs with and for individuals experiencing disability.

Contact Us

Mailing Address:

1-670 Van Vliet Complex, University of Alberta
Edmonton, Alberta, Canada
T6G 1P7

Phone: (780) 492-3182

Fax: (780) 492-7161

Email: infotsc@ualberta.ca

Website: ualberta.ca/steadward-centre

Social Media:

Instagram: @thesteadwardcentre

Twitter: @steadwardcentre

Facebook: @TheSteadwardCentre



Introduction to The Playground Guide for Inclusive Play

Programming for Playground Inclusive Play

The Playground Guide for Inclusive Play is part of the Promoting Inclusive Play in Alberta initiative; a project in partnership between The Steadward Center and Canadian Tire Jumpstart Charities and supported by the Government of Alberta. This program guide was developed using Edmonton's Clareview District Park Inclusive Playground (a Canadian Tire Jumpstart Playground). This playground is built to be more inclusive in its structure and design than a traditional playground. This guide was also developed to help plan and deliver playground programming on a drop-in basis; providing inclusive play experiences to children of all abilities while exploring the unique features of the play structure. However, games and play plans we discuss can be adapted for other spaces using some of our tips and tricks and a bit of creativity! We hope children experiencing facilitated playground play will gain the confidence to be more active, more often and receive the multitude of benefits that play provides!

Purpose of this Resource

This resource is designed to support you in facilitating playground play with and for children who experience disabilities. We hope these play ideas and suggested games will provide the foundation for your program plans. However, we know that drop-ins can be unpredictable in ages, diversity of needs, and total numbers in your group. So, we also encourage using this guide as a springboard for your own creativity and flexibility in programming! The guide contains:

- Playground games and play (featuring the Clareview District Inclusive Playground from Canadian Tire Jumpstart Charities)
- An example of a themed lesson plan
- Additional play & game suggestions
- Tips for modifying games
- Considerations for providing quality inclusive instruction



Loose Parts & Equipment

Even at an inclusive built playground structure, loose parts and extra equipment for play create a more engaging and accessible experience for children of all abilities. **Loose parts** refers to objects that are appealing, interesting, and that children can manipulate and control. These objects can include traditional gym or sport equipment- but also found objects that can be used creatively, like ribbons, scarves, sticks or straws, wood pieces, etc.

For the lesson plans in the guide, the extra equipment needed includes:

- Pylons
- Bean bags
- Gator balls (soft 'dodgeballs')
- Skipping rope(s)
- Scarves
- Parachute
- Hula Hoop(s)
- Dance cards found [here](#); Or make your own! Create a deck with one locomotion word or move cue per card
- Recommended equipment: signs/whiteboard for promotion and meeting spots, clipboards for visual schedules and picture communication, visual supports, ziplocs and page protectors in case of rain/wet, cell phone or radio, and a First Aid Kit

Suggestions for other loose parts:

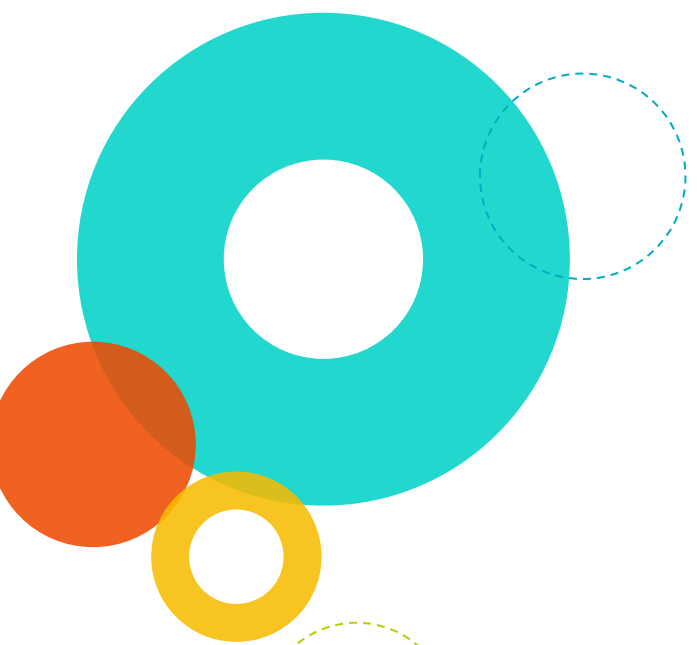
- Poly spot markers
- Rhythm sticks
- Ribbons
- Bubbles
- Feathers
- Shakers
- Wood blocks/Foam blocks
- Buckets or boxes
- Sport or play balls: variety of sizes and texture
- Chalk
- [Sensory bin](#) (can be done in smaller containers for easy transport/individual use)
- Suggested extra equipment: pinnies (may help some children in tag and team games)

Creating Quality Experiences

To lay the foundation of our play programs, we used [The Blueprint for Quality Participation in Sport for Children, Youth and Adults with a Disability](#)- from the Canadian Disability Participation Project. The Blueprint consists of six building blocks for Quality Participation: **autonomy, belongingness, challenge, engagement, mastery, and meaning**. These building blocks were originally researched in positive, enjoyable *sport* experiences- but they also lend themselves to building quality experiences across physical activities, including play programs! By considering and addressing these building blocks when planning a play program, you can create a rich play opportunity for children of all abilities.

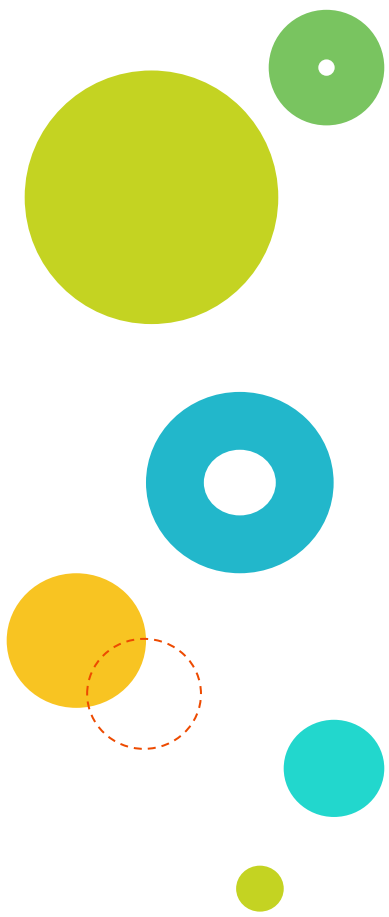


Fig 1. Definitions for the Building Blocks of Quality Participation



Inclusive Playground Games







Featuring: Jumpstart Inclusive Playground Equipment





In the game outlines, the following icons will appear as suggestions of how to best incorporate some of the playground games based on our instructor's experiences.





Icon	Category
	High energy game
	Low energy/relaxing game
	Younger kids/early years
	Older kids
	Large group
	Small group
	Player Favourite

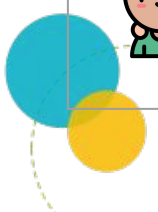









Note: All kids are welcome. Play facilitators will have creative ideas to ensure kids of all abilities (with and without disabilities) can interact with the playground equipment in ways that work best for them!





Game Play Suggestions	Activities/Descriptions
Icebreakers	
	<p style="text-align: center;">What's Your Name?</p> <p>Playground Location: Sign Language Panel</p> <p>In this game, players will learn to sign the phrase "what is your name?", as well as their own name. A Play Leader will give a demonstration, and support the kids to practice. Then, once the players are confident in spelling their name, they will introduce themselves to one another! E.g. My name is...</p>
	<p style="text-align: center;">20 Questions Moves Edition</p> <p>Playground Location: Meeting Spot</p> <p>A charade game. Player 1 introduces themselves and chooses a category [favourite sport, favourite game, favourite playground activity] and thinks of something within that category. Player 1 then acts out the thing they are thinking of. The group can ask up to 20 yes or no questions to sleuth out what the person is acting out.</p>
	<p style="text-align: center;">Brain Dance and Dance Cards</p> <p>Playground Location: Meeting Spot</p> <p>First up- use the brain dance warm up to get everyone moving together. You can create and use visuals to cue the moves or put the moves together through a story if it suits the age of the group.</p> <p>Next- now that the group is prepped to move, use a stack of dance cards. Have each child pick a card, introduce themselves and show how they do that move. Keep adding on dance moves as children introduce them - putting the whole dance together at the end.</p> <p>Equipment: dance cards.</p>
	<p style="text-align: center;">ABCs</p> <p style="text-align: center;">Playground Location: Meeting Spot</p> <p>Have a player introduce themselves- once we know their name, the leader will call out the first letter of their name - and as a group we will use our bodies to create the first letter as a shape. Repeat for all player introductions.</p> <p>Tip: Lots of kids? Break into groups of 2-3 to create shapes, rather than all together.</p>




Game Play Suggestions	Activities/Descriptions
	<p style="text-align: center;">Human Knot or Thread the Needle</p> <p>Playground Location: Meeting Spot</p> <p>As the group assembles, go through introductions and based on age or comfort level decide on an icebreaker Human knot (high contact) or Thread the Needle (just hands). For options- based on your group, you can decide OR give the choice to the group!</p> <p>Option 1-Human knot: Have all players stand in a circle, and raise one hand into the air. Find someone else’s hand to hold. Once everyone is holding a hand, raise their other hand into the air. Find a different person’s hand to hold. Try to untangle the knot without letting go of hands!</p> <p>Option 2- Thread the Needle: Form a circle or line holding hands. A hula hoop will be placed between two players. They must try to get the needle to thread through the group without letting go of hands!</p> <p>Equipment: Hula Hoop</p>
	<p>Playground Location: Meeting Spot</p> <p>I Am Unique Because...</p> <p>Have the players form a circle with one of the players (or leader to start) beginning in the middle of the circle. This individual in the middle will introduce themselves followed by saying “I am unique because...” and share with the group something about themselves (e.g. Favourite food, number of siblings, likes/dislikes, etc.). All players who share the same interest/hobby/quality mentioned by the person in the middle must then move quickly to switch places in the circle with each other (e.g. Middle person says “I am unique because I like cheese pizza”. This means everyone who likes cheese pizza must switch places with another person who likes cheese pizza.) The last player to get to a new spot becomes the new person in the middle. Continue playing until everyone has had a turn.</p>
	<p>Playground Location: Meeting Spot</p> <p>This or That</p> <p>Have a leader/volunteer stand in the middle of an open space and designate one side to them as ‘This’ and the other side as ‘That’. One at a time, players will come to the middle and introduce themselves followed by picking two categories; one to represent the ‘This’ side and the other to represent the ‘That’ side (e.g. Superman vs Batman, ice cream vs pizza, cats vs dogs, etc.). The remaining players then have 10 seconds to pick and go to the side that they prefer. The rounds continue until everyone has had a turn. To add a challenge, the type of movement to each side can be altered for each round.</p>



Game Play Suggestions	Activities/Descriptions
Games for Interactive Panels	
 	<p style="text-align: center;">Seek and Find</p> <p>Playground Location: Seek and Find Panel</p> <p>The Seek and Find Panel has a variety of the different Jumpstart Action Icons that are scattered throughout the playground. For options- based on your group, you can decide OR give the choice to the group!</p> <p>Option 1: Players will cooperatively work their way around the playground to find the assorted icons together. Upon finding an icon, kids will return back to the seek and find panel to check it off of the list, and then head off to find the next one! Everyone must move together as a unit.</p> <p>Option 2: Players will split up into two teams and competitively work their way around the playground to find the assorted icons. Upon finding an icon, kids will return back to the seek and find panel to check it off of the list, and then head off to find the next one! Everyone must move together as a unit.</p> <p>Things to try: Ask the kids to try moving in different ways as they search for the different icons (i.e., hop, skip, jump, move fast, move slow, take big steps, take small steps, move with a partner, etc.)</p>
	<p style="text-align: center;">I Spy!</p> <p>Playground Location: Periscope Reach Panel</p> <p>Take turns using the periscope reach panel and ask players to identify what they see through the scope! For options- based on your group, you can decide OR give the choice to the group!</p> <p>Option 1- Animal Moves: Have one player at the periscope, and the other player within view. Ask the group to move like a particular animal. The player at the periscope has to guess what animal the group is acting like! Switch out so everyone has a turn at the periscope.</p> <p>Option 2- Night at the Museum: Have the group of players go out within view of the periscope. Players choose any 'statue' shape they are comfortable in or think they can hold. The periscope player scans the group for anyone moving and calls them by their name. Continue until all have moved or for a set amount of time per round. Switch out so all have a turn at the periscope.</p>






Game Play Suggestions	Activities/Descriptions
	<p style="text-align: center;">What Time is it Mr Wolf?</p> <p>Playground Location: Braille Clock Panel</p> <p>Transition to the next game by finding the clock together. Similar to spell your name- explain how the Braille and clock work together- facilitate clock turn taking and peer discussions. While kids are waiting- they can also explore the Braille letter panel. When all have had a turn - transition to finding a spot on the surface big enough for all to play “What time is it Mr Wolf?”</p> <p>Players will line up on one established line or boundary (use mini pylons). The Play Leader with a player will be at the other end facing away from the players. Players will yell out “What time is it Mr. Wolf?”. The player will call out a time- the leader can face the group of players and repeat in a louder voice and show numbers on hands if needed.</p> <p>The players will then take that many steps or wheels (e.g. If Mr. Wolf calls out: 7 o’clock! Players will have to take 7 steps). When players get close enough, Mr. Wolf (the leader) will yell out “lunch time!” and players have to move quickly back to the wall they started from. Mr. Wolf will chase them and try to tag as many as possible. If a player gets tagged, they become part of the wolf pack who can help with tagging.</p> <p>Options- leader can play alongside the wolf as a tagger and caller- if the game is going smoothly, can also become a runner after the first round. Two leaders? Have one in each team role. For a more cooperative game, have all players play together against the leader. Can also select different locomotions to use than stepping for different rounds!</p> <p>Equipment: mini pylons</p>
 	<p style="text-align: center;">Homebase</p> <p>Playground Location: Surface, 3-4 Interactive panels</p> <p>Remind players where the 3-4 stations you visited are (periscope, braille sign, seek and find sign, *add an additional panel if needed for group numbers or accessibility). These are the ‘homebases’ where you can’t be tagged. Divide players between each of the bases to start. 1 or 2 players will be ‘it’ and call “Homebase!” when he/she says that, all the players will have to move quickly to a <u>new</u> homebase- if they are tagged on the way, they also become “it” as well.</p> <p>Tip: When you set the boundaries for the tag game- consider the movement abilities of the group, you may want to have most of the game on the surface or limit to certain parts of the play structure so that all kids are involved. Depending on the size of the area- you may want to start with a larger or smaller group playing as the taggers.</p> <p>Try using different locomotor patterns such as jumping, crawling, hopping, etc.</p> <p>Equipment: mini pylons for boundaries, if needed</p>





Game Play Suggestions	Activities/Descriptions
Games for Motion Play (Swing, Spin, SeeSaw)	
	<p style="text-align: center;">Merry Go Round Motion</p> <p>Playground Location: Global Motion (Calgary Jumpstart Playground Only) or Gazebo Merry Go Round</p> <p>The purpose is to introduce teamwork and familiarity with the global motion for the next activity. Everyone turns the same direction with one hand on the structure. Walk as a group in a circle and make a merry go round. Make it fast, slow, forwards, backwards, Freeze! and choose other locomotion (skipping, galloping, marching etc.). Similar to how you might play with a parachute! The leader can begin the calls, and then transfer to other players who want a turn.</p> <p>Note: Remind kids that they will have a chance to go inside the structure in the next game! So they stay with group</p>
	<p style="text-align: center;">Stormy Seas</p> <p>Playground Location: Global Motion (Calgary Jumpstart Playground Only)</p> <p>First, have the group quickly help you throw some loose parts (foam blocks, balls, etc) into the global motion- see if you can spread it over the levels*.</p> <p>This is our pirate ship caught in stormy seas! One at a time a pirate will have a chance to get back on the ship, test their balance, climb the rigging and grab a piece of treasure before coming out. The pirate playing can tell the group controlling the ship: if they want it to move or not. Adding - slower- and 'freeze!' when they want to stop or get off. Group can countdown from 10 together if the pirate needs to speed up the transition of their turn. Go until all have had at least one turn.</p> <p>*Climbing games may need mobility adaptations. Ensure items to retrieve are at a variety of levels. Encourage teamwork - so each team member has something to retrieve.</p> <p>Note: Remind players to play fair and respect boundaries of others- we will work together so that the pirate is successful and safe! Motion should be slow</p> <p>Equipment: various loose parts (balls, beanies, foam blocks etc.)</p>



Game Play Suggestions	Activities/Descriptions
	<p style="text-align: center;">Carousel</p> <p>Playground Location: Gazebo Merry Go Round</p> <p>Place polspots of various colours in a circle around the outside of the merry go round.</p> <p>Have all players find a spot/seat inside the merry go round. The leader will spin the structure.</p> <p>Name a child whose turn it is- where their seat 'lands' on a coloured polspot will determine the action to do.</p> <p>Actions assigned to colours; E.g.</p> <ul style="list-style-type: none"> Help turn the merry go round Everyone moves one seat over Change merry go round directions 'Fire drill' everyone gets off and back on the merry go round <p>After each action a new child has a turn!</p> <p>Equipment: poly spots</p>
	<p style="text-align: center;">Rob the Nest</p> <p>Playground Location: Omni Spinner</p> <p>Have the group transfer loose parts from the omni spinner to the cozy dome- load the loose parts inside into the omni spinner. This is our nest! (Pylons can be used to mark a bigger boundary to prevent "puppy guarding").</p> <p>Object of the game: steal all the loose parts from the Nest without being tagged!</p> <p>Establish boundaries for running and have the group pick a 'homebase' piece of equipment within the boundaries where the player group is taking the loose parts from the Nest (we went from omni spinner 'nest' to cozy dome 'homebase'). A tagger tries to tag out the players before they rob the nest. One loose part can be taken from the nest per player at a time.</p> <p>Players cannot be tagged once they have an item.</p> <p>First Round: all players vs. the leader. If the leader tags a player, they must return to homebase before trying again.</p> <p>Second Round: all players vs. the leader and other taggers If the leader tags a player, they join the leader in tagging the other players</p> <p>Tip: Before moving on to the next game- show group how omni spinner works and facilitate some child-led play with it before transition</p> <p>Equipment: mini pylons for boundaries, if needed. Various loose parts (balls, beanies, foam blocks etc.)</p>




Game Play Suggestions	Activities/Descriptions
	<p style="text-align: center;">Swing Explorers</p> <p>Playground Location: Swing sets</p> <p>In partners, or facilitated partnerships, explore the swing sets. Take turns as swinger, pusher, or swinging together in the cooperative swings. Add a layer of complexity with loose parts where children can work in their pairs to build a structure- and then knock it over by swinging or using the swing. Encourage using swings creatively but give safety reminders when needed (eg. give swingers space, check your balance, and stop any activity too dangerous to the swinger or group).</p> <p>Tip: Pick a code word as a group- call this word when you want pairs to change swing set they are on</p> <p>Equipment: loose parts, if needed</p>
	<p style="text-align: center;">I Spy on the Playground...</p> <p>Playground Location: we-saw, sway structure</p> <p>We-saw: On the adapted see-saw help create new partners. In these, partners go over the concept of I Spy- picking something you both can see, giving the clue, and waiting for the other partner to guess. In See-Saw I Spy, the lower partner says “I Spy...” and the higher partner, from their vantage point, looks for what it may be.</p> <p>Sway structure: For a big group- split between the we-saw and sway structure. I Spy can be done as a group in the sway structure. Also can be used as an option for mobility or sensory concerns about the we-saw.</p> <p>Note: For mobility or communication modifications, or for additional gameplay, - add balls from loose parts to move like “popcorn” in the sway seat or add the balance challenge of trying to pass and catch the ball between the we-saw group.</p> <p>Allow for transition into free play on structures if after a couple rounds players want to speed up or explore what else the structure can do.</p> <p>Additional Equipment: Light balls like gator-balls</p>



Game Play Suggestions	Activities/Descriptions
Games for Sensory Play	
	<p style="text-align: center;">Lead the Beat</p> <p>Playground Location: Rhapsody Collection</p> <p>Kids arrange at the instruments so that they can see each other, one person will be assigned to start a beat. They make a beat on their instrument of choice. They continue the beat as the group joins in to ‘follow the leader’. Each person takes a turn leading.</p> <p>Next level of game play: have the rhythm leader change the beat while playing and the others respond.</p> <p>Next level of game play: have a detective who leaves the circle while the beat master is chosen and comes back to guess who is leading the beat.</p> <p>Tip: Have a volunteer or leader team up with any children who might need additional support to lead the beat. Pair up early in the game so that it won’t give away when they are the leader!</p>
	<p style="text-align: center;">Limbo Relay</p> <p>Playground Location: Rhapsody Collection and area</p> <p>Establish a relay area near the instruments (a start line, finish line, and midpoint). Bean bags are laid out at the finish line, the leader and a helper hold a skipping rope as the limbo at the midpoint.</p> <p>The object of the game is for children to race to the finish line, grab a bean bag, then race back and high 5 the next player. Continue on until all beanbags are brought back. The leader and helper will hold a rope at chest/hip level for each runner, a few meters before the beanbag pile (adjust the rope according to the player). Players have to pass under the rope limbo-style on each pass.</p> <p>Split the group into two teams. Team One will go first to complete the relay as Team Two provides the music for the limbo race on the instruments. Once all bean bags have been moved- the teams switch roles. Make sure if kids are limbo holding helpers, they also get turns to go!</p> <p>Tip: encourage cheering and support, moving fast or moving in different ways to create challenge and excitement</p> <p>Equipment: skipping rope, bean bags, mini pylons if needed</p>






Game Play Suggestions	Activities/Descriptions
	<p style="text-align: center;">Imagination Factory</p> <p>Playground Location: Sensory Play Centre</p> <p>The sensory play centre has several interactive parts (including the fun mirror, kaleidospin, rain sound wheel, and imagination table). As the children are introduced to the sensory play centre- introduce a theme to the play- 'What if this is our factory? What are we building? What does each station do? Let's work together!' Have loose parts available to incorporate into the play as additional props and supports for the play. Prompt and take suggestions from the group for the direction of the play. The purpose of this activity is to facilitate exploration and discovery through the different stations of sensory play.</p> <p>Tip: With older groups, they may have their own ideas of what the sensory station is (a spaceship, a robot, a soccer activity station, etc.) let the activity be student directed but usher in ideas and prompts to ensure everyone can play and that the game is engaging for all. Some older groups may also be more engaged in 'parallel play', exploring the sensory centre in their own ways rather than an imaginary narrative.</p> <p>Equipment: loose parts if needed to add to the fun!</p>
	<p style="text-align: center;">Quiet Play</p> <p>Playground Location: Cozy Dome</p> <p>Option 1: Where's Your Fish?</p> <p>In the cozy dome, arrange the group in a seated circle (see tips below)</p> <p>In the center of the circle is the cat, trying to find their fish. They close their eyes, and the leader gives 'the fish' to someone seated in the circle. Everyone in the circle holds their hands behind their back- so it could be anyone holding the fish!</p> <p>The rhyme to open the cat's eyes when everyone's ready:</p> <p><i>Kitty Kitty where's your fish? Someone stole it from your dish Was it you? Was it you? You get three guesses who!</i></p> <p>And the cat then has three guesses to try and find who holds the fish. Rotate who is in the middle and who holds the fish.</p> <p>Tip: Too many people to fit? The cozy dome could be where the cat waits, and then comes out in front of the group to guess who holds the fish- have them position themselves where they can't see behind the players' backs!</p> <p>Do you have two leaders or a volunteer assistant? They can be the cat every time if that is easier for a cooperative game. Then only the fish hider changes.</p> <p>Equipment: something from loose parts to be 'the fish'</p>





Game Play Suggestions	Activities/Descriptions
 	<p style="text-align: center;">Quiet Play</p> <p>Playground Location: Cozy Dome</p> <p>Option 2: Poison Frog Arrange the group in a circle inside the cozy dome (or outside if too small). A leader/volunteer will choose one player to be the detective (the detective should change every round). Once the detective is chosen, they will be removed from the group so that the poison frog can be chosen. The leader will have everyone close their eyes then will then walk around and tap somebody. That person is the poison frog, but they can't tell anyone else. When everyone opens their eyes, the detective will sit or stand in the middle of the circle and start trying to figure out who the frog is. Meanwhile, when the detective isn't looking, the poison frog will stick their tongue out at somebody. That person will have to 'faint' (fall over).</p> <p>The game ends when the detective has used up their 3 guesses or has guessed the frog correctly, or if the frog makes everyone faint before the detective finishes making their guesses.</p>




Game Play Suggestions	Activities/Descriptions
Games for Slides	
 	<p style="text-align: center;">Slide Races</p> <p>Playground Location: Side by Side Slides</p> <p>Children will explore the slides by also using loose parts. Two at a time, children can choose any item each from the loose parts collection. Then they will go up the slide to send their items down side-by-side as a race. They can then slide down to the group after their items make it to the bottom. The rest of the group can choose an item to cheer for. Get creative, show lots of enthusiasm- try calling it like a horse race!</p> <p>Option: if the mobility is available for all players, after racing their loose parts- in the next round, the kids can try to race each other down the slides.</p> <p>Equipment: various loose parts (balls, beanies, foam blocks etc.)</p>
Games for Climbing	
	<p style="text-align: center;">Red light/Green light</p> <p>Playground Location: 7 Post Netplex</p> <p>Climbers are on the structure*. When the leader yells <u>green light</u> they climb, when they yell <u>red light</u> they freeze. The leader is looking away from the wall until they yell red light. If they see anyone climbing they have to come down a couple feet or all the way to the ground- depending on the challenge for the group. First one to the top or to a marker (tied scarf) wins. Winner can become the caller in the next round.</p> <p>*Climbing games may need mobility adaptations. One option for red light/green light: stage the game to take place around or moving towards the Netplex. Climbing is an optional way to move in the game but not a central part of the game. In this adaptation- you can use a marker or yourself as the “end point” they are trying to get to.</p> <p>Equipment: Scarf tied as marker if needed</p>

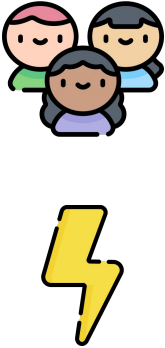
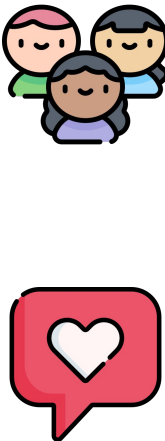
Game Play Suggestions	Activities/Descriptions
	<p style="text-align: center;">Jewel Heist Relay</p> <p>Playground Location: 7 post Netplex and squiggle knot bridge</p> <p>Break the group into teams of 2-4 depending on the size of the whole group. Scatter matching loose parts across the climbing structure* and area. Teams must retrieve objects in order to complete the jewel heist.</p> <p>For example;</p> <p>1st runner: all must collect a bean bag 2nd runner: all must collect a scarf 3rd runner: all must collect a mini pylon 4th runner: all must collect a ball</p> <p>Any loose parts with enough items to match across the teams will do!</p> <p>All runners must start from the same starting point by the squiggle knot bridge- must run/walk/wheel/or climb/retrieve their part of the heist and come back to their team before the next runner can go.</p> <p>*Climbing games may need mobility adaptations. One option for Jewel Heist is to ensure items to retrieve are at a variety of levels. Encourage teamwork and planning their heist- so each team member has something to retrieve.</p> <p>Tip: If your group would like to increase challenge/competition- do the first round with enough objects for everyone. Then, in the following round take away an object per “run” (so that each results in a ‘knock out’) until only one object remains and only one team can complete the heist. Or, To reduce challenge, simplify into a straightforward relay of retrieval of any one item from the structure to the team before the next player can go.</p> <p>Equipment: matching loose parts- enough for four different runs for each team.</p>
	<p style="text-align: center;">Clean Up Your Backyard</p> <p>Playground Location: Hemisphere Climber</p> <p>Players are split into two teams on either side of the hemisphere climber to separate the sides. Assorted loose parts are scattered on both sides. The goal of the game is to “clean up” your space by throwing all of your equipment onto the other side. Time this activity for 1 minute, then see who has the least equipment on their side! Change up this activity’s rounds by having to either two-hand throw, one hand throw, or if you have light/soft equipment- using a “set” or “bump” volleyball style. You can further change up this game by lengthening and shortening the timer on the rounds.</p> <p>Tip: Before or after this game- encourage time to explore the hemisphere net as a transition, try climbing over and crawling under</p> <p>Equipment: various loose parts (balls, beanies, foam blocks etc.)</p>


Game Play Suggestions	Activities/Descriptions
	<p style="text-align: center;">Over-Under-Through-Switch!</p> <p>Playground Location: Hemisphere Climber</p> <p>Players are split into pairs (get creative if there is an uneven number!) Partners stand on opposite sides of the hemisphere climber. Each pair has a throwing item- like a bean bag or small ball. Leader will call the passes*:</p> <p>Over: try and throw all the way over the top</p> <p>Under: try and pass or roll under the net</p> <p>Through: Throw through the net</p> <p>Switch: Not a pass! Partners must hurry and switch sides of the net by going around or crawling under. Extra challenge- option to climb.</p> <p>*For those with hearing impairments or other concerns with verbal instructions- be sure to ‘model’ what you’re asking by also throwing or running. Another visual aid option is to wave coloured scarves to help signal the change in instruction. If you use scarves, incorporate them into the explanation of the game.</p> <p>Tip: Make it more challenging by speeding up or changing the rhythm of the instructions, use ‘sound alike’ words, or brainstorm additional calls with your group Make it easier by setting up two teams instead of partners and give multiple tries between changing the instruction</p> <p>Equipment: bean bags or balls from loose parts, scarves if needed</p>

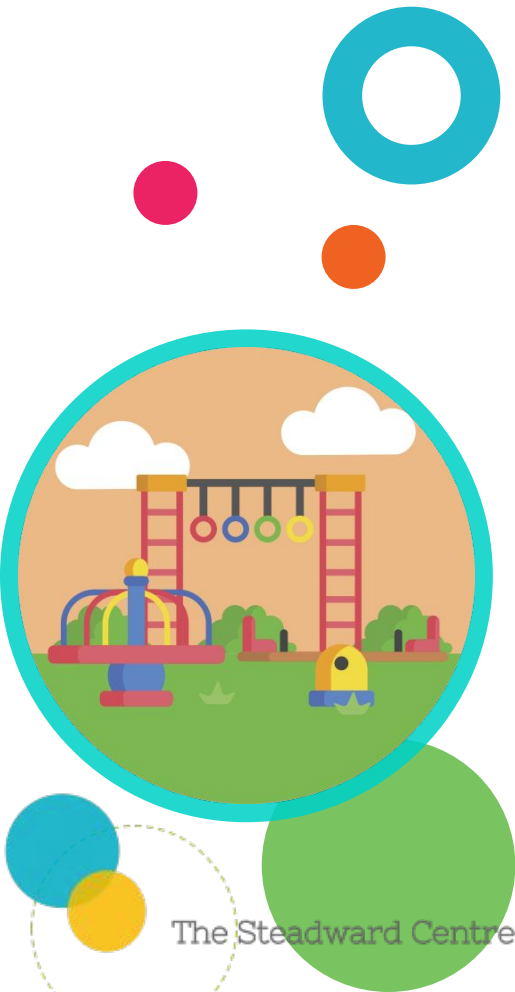
Game Play Suggestions	Activities/Descriptions
Flexible Games for Playground Surface or Structure	
	<p style="text-align: center;">Everybody's It!</p> <p>Playground Location: Surface and over main structure</p> <p>This game aims to get kids involved with the rest of the play area and is looser in structure. This prepares the transfer to free play time. Set wider boundaries over the play equipment while being considerate of available mobility and energy of players.</p> <p>Everyone starts with the ability to move and freeze people. When the game starts, players try to tag other people while avoiding being tagged themselves. If they get tagged, they must freeze wherever they are, but can still tag someone if they come too close.</p> <p>Tip: Depending on size boundaries and movement of game, may need a “jailbreak” rule- call ‘Jail Break!’ to return all frozen players to the game.</p>
 	<p style="text-align: center;">Tail Tag</p> <p>Playground Location: Surface, Main Structure</p> <p>Set boundaries for tag on the play structure that ensure everyone’s mobility is considered. Each player gets a scarf that is their ‘tail’. Tails go on the waistband or pocket or spot where it would be easy to tag (pull the scarf). The goal of the game is to steal as many scarves from other players as possible in the allotted playing time. Once tagged- players come see the leader to do a task to get another scarf and return to play (eg. jumping jacks, high knees, arm circles etc). Depending on the size of the group, you may need to put a cap on the number of scarves a person can have. For example, if a child has more than 3 scarves, they have to give one away to someone with less.</p> <p>Tip: Have one player as it or a team as it- depending on numbers. Establish a stop and regroup call, such as Freeze! Or Assemble! so the group will transition back to you to change rounds or change to the next activity.</p> <p>Equipment: scarves, mini pylons for boundaries, if needed</p>

Game Play Suggestions	Activities/Descriptions
 	<p style="text-align: center;">Buddy Tag</p> <p>Playground Location: Double wide ramp surfaces</p> <p>Set boundaries for the tag to the surface, set the size based on how large your group is. Two kids start as it- linked together by arms, holding hands, or if kids are reluctant- have scarves available to hold between them. Once they tag someone- they become a group of 3. Until- they tag someone new! Instead of a group of 4, they then split into 2 pairs and both pairs are now it. Tag continues until everyone is paired up!</p> <p>Tip: If kids are reluctant to link up - give them something to hold together- such as a scarf between them.</p> <p>Option: With another round, You can also try ‘amoeba tag’ on the ground so you have enough space- instead of splitting, the group of ‘it’ just grows bigger and bigger until everyone is caught.</p>
	<p style="text-align: center;">Build Your Own Obstacle Course</p> <p>Playground Location: Playground surface and main structure</p> <p>Set boundaries necessary for all players to be able to move through the structure. Choose one person to go through the playground first. As a group- follow in a line behind (leave enough room between for movement!). This first person can choose their movement patterns all throughout and the direction of the path- and then the next person has to copy the movements of the previous person down the line in a follow the leader style game. Decide on a code word to freeze the group and have the last person in line hurry to the front to be the new leader. Repeat so all have a turn as the leader.</p> <p>Tip: if the group needs more of a challenge - add loose parts that can be incorporated into the obstacles by their own creativity</p> <p>Equipment: mini pylons for boundaries, if needed, various loose parts, if needed</p> <p>Equipment: scarves, mini pylons for boundaries, if needed</p>
	<p style="text-align: center;">Statues/Night at the Museum</p> <p>Playground Location: Main Playground Structure</p> <p>One leader or child is the tour guide. The tour guide closes their eyes for a count down while everyone becomes a statue (everyone chooses their own pose). The object of the game is to make the statues laugh or to catch them moving or making any noise. Statues may move about the playground when the tour guide is not looking. If the tour guide catches you moving, you become a tourist and help catch other statues.</p> <p>Equipment: mini pylons for boundaries, if needed as visual aids for personal boundaries</p>

Game Play Suggestions	Activities/Descriptions
	<p style="text-align: center;">Parachute Activities</p> <p>Playground Location: Ground level surface</p> <p>Choose a couple of activities based on your group's interests/age or let the group choose from suggestions! Another option is to ask the kids- many know their own parachute games they like from school etc.</p> <p>1 - Waves: make waves with the parachute -> small, large, fast, slow, still</p> <p>2 - Merry-Go-Round: everyone turns the same direction with one hand on the parachute. Walk as a group in a circle and make a merry go round. Make it fast, slow, bumpy, backwards, and in the other direction. Try different locomotions.</p> <p>3- Colour salad: Players will hold onto the parachute. Instructors will count to three and everyone will bring the parachute as high as they can. The instructor will call a colour. If you're touching the colour that is called, you have to move quickly to the other side underneath the parachute. Careful not to bump into anyone!</p> <p>4- UFO: bring the parachute up on the count of three, as high as possible, and then let it go. See how far you can make it fly!</p> <p>Tip: For kid's suggestions, some children may need prompts or guiding questions to help explain the game to you and/or the other kids. For example, prompting: What is one rule of the game? and then going step by step- is easier for children to answer than asking them to explain the whole game.</p> <p>Equipment: parachute</p>
  	<p style="text-align: center;">Hide-a-ball and Seek</p> <p>Playground Location: Playground structure</p> <p>Hide and seek using a bright coloured ball in place of a 'hider'! One team will turn away from the playground and countdown from ~20-30 while the hider, or team of hidiers, finds a spot to hide the ball.</p> <p>Once the countdown is finished, the seeker team works together to look through the playground and find the ball.</p> <p>Option: the hider team can provide clues of "warmer" or "colder" to help the seekers find the ball</p> <p>Equipment: Gator ball</p>

Game Play Suggestions	Activities/Descriptions
	<p style="text-align: center;">Freeze Tag Options</p> <p>Playground Location: Main playground structure</p> <p>Option 1: Classic Freeze Tag Set Boundaries for tag based on size of group and available mobility so that all can participate fully. Have one or two players be “it”. The goal is for them to try and tag as many other players as possible. Once a player is tagged, they will stand with their arms outstretched like a statue. To unfreeze a player, a player who is not tagged must come and move quickly underneath their arms or high five them (depending on group choice). The purpose of this game is to get the group ready to transition to their free play time as a group as the tag should be exploratory of the structure.</p> <p>Option 2: Mirror Tag Set Boundaries for tag based on size of group and available mobility so that all can participate fully. Choose 1-3 players to be the taggers, their goal is to tag as many players as possible. Once a player is tagged, they will use their creativity to come up with an appropriate pose to freeze in like a statue. To unfreeze a player, a fellow player who is not tagged must match or “mirror” the pose of the player who is frozen. The types of poses can be modified to match a theme provided by the leader/volunteer as well.</p>
	<p style="text-align: center;">Elephant Soccer</p> <p>Playground Location: Ground level surface</p> <p>Have players make a circle with their legs spread so that their feet are resting beside those of their neighbors (aim for no empty spots in between players to prevent the ball from rolling out of bounds more easily). Players start by clasping their hands together to make “elephant trunks” which they will use to knock a ball through their opposing players legs.</p> <p>If the ball passes through their legs they must put one arm behind their back. The second time the ball goes through their legs they must place their other arm behind their back. If the ball rolls through their legs a third time (while both hands are behind their back), they can reset and have both hands clasped in front again.</p> <p>Tip: if the group needs more of a challenge - incorporate a second ball into play.</p> <p>Equipment: Gator Ball</p>

Game Play Suggestions	Activities/Descriptions
	<p style="text-align: center;">Catch-It-Drop-It</p> <p>Playground Location: Ground level surface</p> <p>Have players make a circle facing inwards with one player or Play Leader chosen to be in the middle. The person in the middle will have a ball which they will toss back and forth to other players in the circle.</p> <p>Before tossing the ball to another player, the middle person must say “drop it” or “catch it”. The player receiving the ball will have to do the opposite action that is being told to them (e.g. If the player in the center says “catch it”, then the other player must drop it and vice versa).</p> <p>If they do the wrong action, the player must complete a small challenge before rejoining the game (e.g. move quickly around the circle once, do 5 jumping jacks, etc.).</p> <p>Equipment: Gator Ball</p>



A decorative graphic on the left side of the page consists of several overlapping circles and rings in various colors: teal, orange, yellow, pink, green, and blue. Some are solid, some are dashed, and some are hollow rings. The largest teal ring is at the top left, with a smaller orange circle overlapping its bottom left. Below that is a yellow ring, a pink circle, and a dashed yellow circle. Further down is a large green circle, a smaller green circle with a white dot, a blue ring, a yellow circle, a dashed orange circle, a teal circle, and a small green circle at the bottom.

Example Lesson Plan

Theme: Swings and Motion Play

Inclusive Play Programming

Theme: Swings/Motion

Description: This play day will focus on play using the playground swings and other motion play pieces of equipment. Activities will be planned around the we-saw, the oodle-swing, friendship swings, belt swings, bucket seat swings, sway fun glider, omnispin spinner, and global motion. Kids will have the opportunity to explore how to use these pieces of equipment in fun and creative ways, and play games and activities that highlight these unique features of the playground. **(This style of lesson plan assumes all kids are arriving for a session starting at a set time)**

Note: All kids are welcome. Play facilitators will have creative ideas to ensure kids of all abilities can interact with the playground equipment in ways that work best for them!

<i>Time Required</i>	<i>Activities/Description</i>
30 minutes	<p>Set Up & Preparation</p> <p>Gather all necessary equipment. Ensure the equipment is in the appropriate spaces. Brief all leaders and volunteers on the flow and expectations of the session. Set up a meeting spot to gather kids at the starting time. Mingle with playground visitors- answer questions about the program, and let them know when you'll start, finish, and what you may need from parents (e.g., transfers as needed if children are using chairs). Grab parent info on the contact sheet (example from TSC), if parents aren't staying directly on the playground site.</p>
5 Minutes	<p>Greetings/ Introductions/ Rules/ Schedule</p> <p>Playground Location: Meeting Spot</p> <p>Each leader/volunteer will introduce themselves. Use visual aids (pictures, visual schedules) to help explain the rules and schedule.</p> <p>*It may also be useful to use "first-then" visual schedules. Showing only two pictures at a time to tell what's coming up: what we will do first, and then what we will do next.</p> <p>Equipment: rules, schedule pictures, tape, clip board</p>

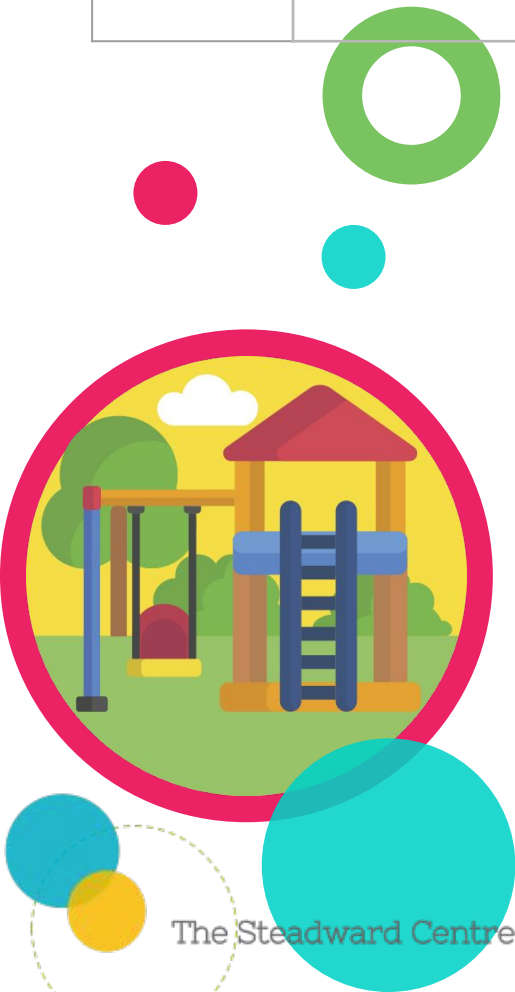
<i>Time Required</i>	<i>Activities/Descriptions</i>
5-10 min	<p style="text-align: center;">Ice Breaker: 20 Questions Moves Edition</p> <p>Playground Location: Meeting Spot A charade game. Player 1 introduces themselves and chooses a category [favourite sport, favourite game, favourite playground activity] and thinks of something within that category. Player 1 then acts out the thing they are thinking of. The group can ask up to 20 yes or no questions to sleuth out what the person is acting out.</p> <p>Back up Icebreaker for a larger group: In addition to learning names, these are get-to-know-you games which can help players see that they may have more in common with their peers than they noticed.</p> <p>This or That: Have a leader/volunteer stand in the middle of an open space and designate one side to them as 'This' and the other side as 'That'. One at a time, players will come to the middle and introduce themselves followed by picking two categories; one to represent the 'This' side and the other to represent the 'That' side (e.g. Superman vs Batman, ice cream vs pizza, cats vs dogs, etc.). The remaining players then have 10 seconds to pick and go to the side that they prefer. The rounds continue until everyone has had a turn. To add a challenge, the type of movement to each side can be altered for each round.</p>
5 min	<p style="text-align: center;">Merry Go Round Motion</p> <p>Playground Location: Global Motion or Gazebo Merry Go Round The purpose is to introduce teamwork and familiarity with the global motion for the next activity. Everyone turns the same direction with one hand on the structure. Walk or wheel as a group in a circle and make a merry go round. Make it fast, slow, forwards, backwards, Freeze! and choose other locomotion (skipping, galloping, marching etc.). Similar to how you might play with a parachute! The leader can begin the calls, and then transfer to other players who want a turn.</p> <p>Note: To help kids stay engaged with the activity on the outside of the merry go round, and work as part of the group, remind kids that they will have a chance to ride the merry go round after this game!</p>

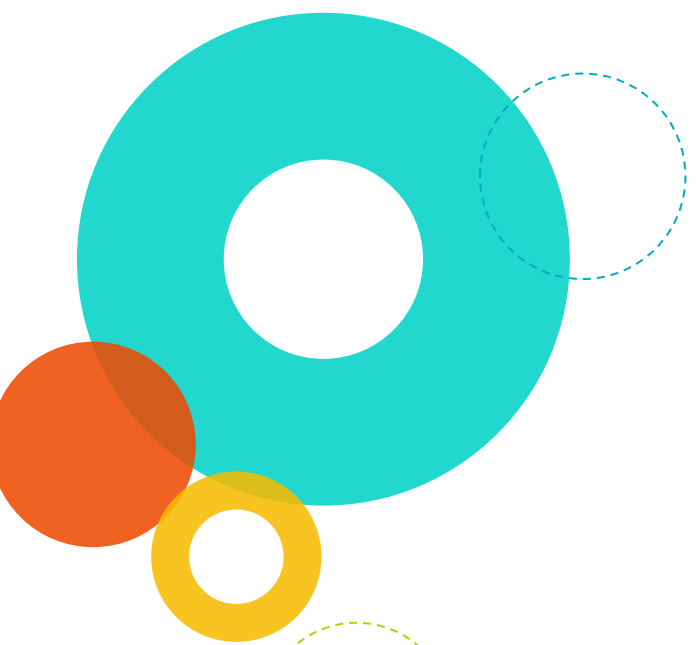
<i>Time Required</i>	<i>Activities/Descriptions</i>
10-15 minutes	<p style="text-align: center;">Carousel</p> <p>Playground Location: Gazebo Merry Go Round</p> <p>Place polypots of various colours in a circle around the outside of the merry go round. Have all players find a spot/seat inside the merry go round. The leader will spin the structure.</p> <p>Name a child whose turn it is- where their seat ‘lands’ on a coloured polypot will determine the action to do.</p> <p>Actions assigned to colours E.g.:</p> <ul style="list-style-type: none"> Help turn the merry go round Everyone moves one seat over Change merry go round directions ‘Fire drill’ everyone gets off and back on the merry go round <p>After each action a new child has a turn!</p> <p>Equipment: poly spots</p>
10 minutes	<p style="text-align: center;">Rob the Nest</p> <p>Playground Location: Omni Spinner</p> <p>Have the group transfer loose parts from the globe motion area to the omni spinner- load the loose parts inside. This is our nest! (Pylons can be used to mark a bigger boundary to prevent “puppy guarding”).</p> <p>Object of the game: steal all the loose parts from the Nest without being tagged!</p> <p>Establish boundaries for running and have the group pick a ‘homebase’ piece of equipment (we used the cozy dome!) within the boundaries where the player group is taking the loose parts from the Nest. A tagger tries to tag out the players before they rob the nest. One loose part can be taken from the nest per player at a time.</p> <p>Players cannot be tagged once they have an item.</p> <p>First Round: all players vs. the leader. If the leader tags a player, they must return to homebase before trying again.</p> <p>Second Round: all players vs. the leader and other taggers If the leader tags a player, they join the leader in tagging the other players</p> <p>Equipment: mini pylons for boundaries, if needed. Various loose parts (balls, beanies, foam blocks etc.)</p> <p>Before moving on to the next game- show group how omni spinner works and facilitate some child-led play with it before transition</p>



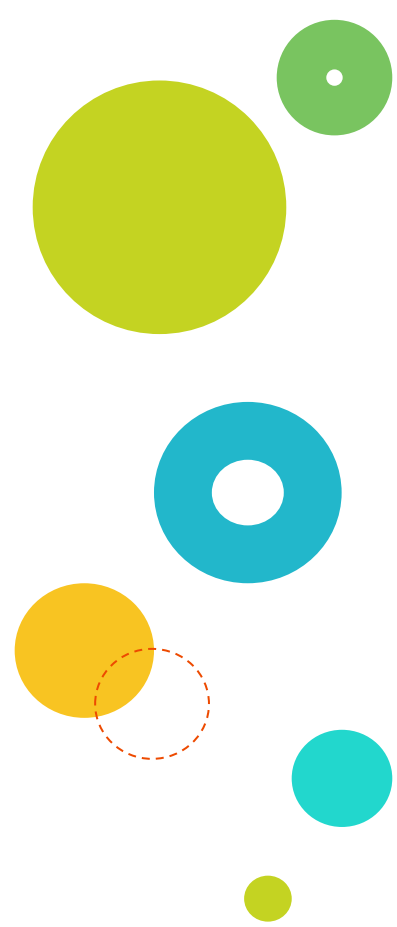
<i>Time Required</i>	<i>Activities/Descriptions</i>
10-15 minutes	<p style="text-align: center;">Swing Explorers</p> <p>Playground Location: Swing sets</p> <p>In partners, or facilitated partnerships, explore the swing sets. Take turns as swinger, pusher, or swinging together in the cooperative swings. Add a layer of complexity with loose parts where children can work in their pairs to build a structure- and then knock it over by swinging or using the swing. Encourage using swings creatively but give safety reminders when needed (eg. give swingers space, check your balance, and stop any activity too dangerous to the swinger or group).</p> <p>Tip: Pick a code word as a group- call this word when you want pairs to change which swing set they are on</p> <p>Equipment: loose parts, if needed</p>
10 minutes	<p style="text-align: center;">I Spy on the Playground...</p> <p>Playground Location: we-saw, sway structure</p> <p>We-saw: On the adapted see-saw help create new partners. In these partners, go over the concept of I Spy- picking something you both can see, giving the clue, and waiting for the other partner to guess. In See-Saw I Spy, the lower partner says “I Spy...” and the higher partner from their vantage point, looks for what it may be. Once they guess, switch positions.</p> <p>Sway structure: For a big group- split between the we-saw and sway structure. I Spy can be done as a group in the sway structure. Also can be used as an option for mobility or sensory concerns about the we-saw.</p> <p>Note: for extra stimulation or additional game play- add balls from loose parts to move like “popcorn” in the sway seat or add the balance challenge of trying to pass and catch the ball between the we-saw group. Also may be an option for game play with children experiencing communication challenges with one another.</p> <p>Allow for transition into free play on structures if after a couple rounds players want to speed up or explore what else the structure can do.</p> <p>Additional Equipment: Light balls like gator-balls</p>

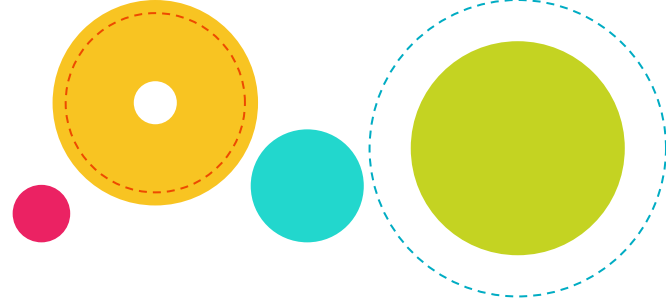
<i>Time Required</i>	<i>Activities/Descriptions</i>
45 minutes	<p style="text-align: center;">Facilitated Free Play</p> <p>Playground Location: Throughout</p> <p>To transition, you can ask the group to give you suggestions about what they want to play next and help them create the game to be inclusive of everyone</p> <ul style="list-style-type: none"> ● Have loose parts available to choose from ● Be a co-player ● Let children take the lead- but help ensure inclusive behaviours and positive social interactions ● Different groups may emerge or parallel play may occur- this is okay! Mingle and check in that kids are having the level of interaction that they want
2 minutes	<p style="text-align: center;">Goodbyes</p> <p>Thank everyone for joining us and help the kids transition back to their parents or let families know that you are now getting ready to go. They are welcome to keep playing on their own!</p>
30 minutes	<p style="text-align: center;">Clean Up/ Debrief</p> <p>Put away all equipment and signage. Debrief about how the session went with the instructional group and complete a session debrief report (example from TSC).</p>





● Additional Games & Activities





Gliding, Gliding

In a large open space or in a circle, have players spread out and prepare to move.

Sing the song (below) once to the tune of “Frere Jacques” then teach the players the actions to the song.

Continue for several rounds with the kids singing it along with you.

Equipment: Music – “Frere Jacques” (optional)

Song

Clapping, Clapping

Clapping, Clapping

March, March, March

March, March, March

Gliding, Gliding, Gliding

Gliding, Gliding, Gliding

Now we stop!

Now we stop!

Hula Hoop Pass

Players and Play Leaders form a circle and hold hands. Their challenge is to move a hula-hoop around the entire circle without letting go of their hands. Players and Play Leaders will step through the hula-hoop and move their arms up and down to move it around the circle. The leader will time how fast they can move it around the circle or split into two teams and race each other or try facing outside the circle instead of inside.

Equipment: Hula Hoop (2)

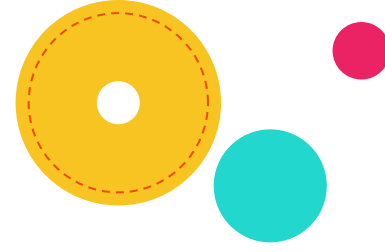
Relay Race

Players work together in small groups, or one large group. The goal is to collect objects that are placed on the opposite side of the playing area, using different locomotion patterns. Players can only bring back one object, and must return to their group before the next player can go. The leader can provide stipulations such as “you can only use your foot to bring it back” or “carry the object on your wrist”, etc.

Modification: adjust locomotion patterns to increase or decrease difficulty.

Modification: increase or decrease the distance

Equipment: various items (can include bean bags, balls, etc.), boundary markers/lane markers such as pylons



Freeze Tag/Tree Tag

Have one or two players be “it” and you may want to have them wear pinnies. The goal is for them to try and tag as many other players as possible. Once a player is tagged, they will stand with their arms outstretched like a statue. To unfreeze a player, a player who is not tagged must come and move quickly underneath their arms.

Equipment: pinnies (optional)

Octopus Tag

One person will be “it” first, and stand in the middle of the playing area (options to have a volunteer be “it” first). All players stand on one end of the playing area. When the octopus (the person who is “it”) says go, players must move quickly to the otherside of the play area without being tagged. If a player is tagged, they become seaweed! They are now frozen to the spot they were tagged on and can reach out and tag other players.

Alternative: Ollie Ollie Octopus -> The octopus holds two pool noodles and players can be tagged if touched with one. Game starts by octopus yelling “Ollie Ollie Octopus”

Alternative: Kangaroos and Rabbits -> The player in the middle becomes the kangaroo, and the players running across the playing space are rabbits. Once tagged, the rabbits join the kangaroos.

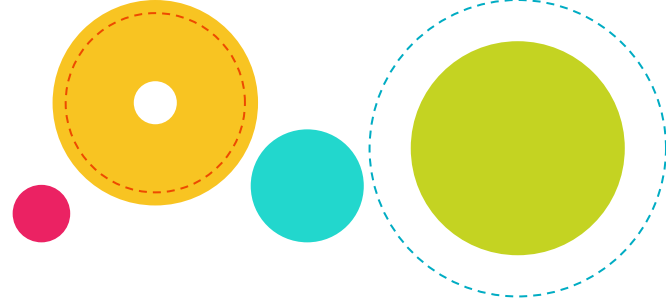
Alternative: Alligators in the Swamp -> Have multiple players in the middle, laying on their tummies like alligators. Players must move quickly across the swamp and avoid getting tagged. If tagged, the player becomes an alligator (split players into about half alligators, half runners and switch)

Alternative: Swim Fishy Swim -> Player in the middle becomes a shark. All other players are fish. Cue to begin is “swim fishy swim!” If tagged, player becomes shark

Alternative: Go Ninja Go -> Player in the middle is “it” and players running across the playing space are ninjas. Once tagged, players will join the person in the middle. Cue to begin is “go ninja go!”

Alternative: Fish and Seaweed -> Player in the middle is seaweed. The seaweed can move around and tag players.

Equipment: boundary markers such as pylons (if needed)



Dead Bug Tag

Select one or two players to be “it”. While the players move quickly around the playing space, they must try to avoid being tagged. If they do, they will lay on their backs with their hands and feet in the air. Any runner can come up to them and touch all four of their limbs, and this will free them.

Alternative: Dead Ant Tag -> same premise, but only feet in the air

Alternative: Foot Tag -> same premise, with feet in the air, but two different players have to tag each limb. In this game, you are tagged if the person who is “it” throws a ball at you

Equipment: Ball

Everybody’s It Tag

Everyone starts with the ability to move and freeze people. When the game starts, players try to tag other people while avoiding being tagged themselves. If they get tagged, they must freeze wherever they are, but can still tag someone if they come too close

Cooperation Tag

One person is ‘it’ and tries to tag others. Players are safe from being tagged by holding the rubber chicken. Players help each other by passing/throwing chicken to each other to protect them from being tagged.

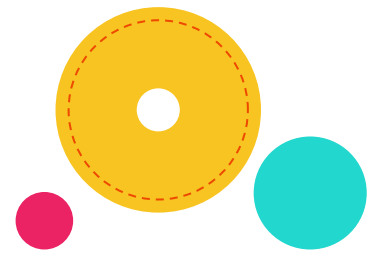
Equipment: rubber chicken

Capture the Flag

The playing area will be divided into 2 sides, one team on each side. On each side there will be 3 hula-hoops, each with 5 beanbags. The object of the game is to try and steal the other team’s beanbags. The team with the most beanbags at the end of the game wins. When you are on the other team’s side, you can get tagged. If you are tagged you must drop the beanbag and return to your side.

Option: a rule can be made that you cannot be tagged while holding a bean bag, to get more bean bags moving from end to end, and speed up the game

Equipment: 2 hoops, Pinnies, 10 Beanbags, boundary markers (if needed)



On the Beach, In the Water

Everyone must freeze and find space of their own within the playing area. We will Re-Glue out hoops to the ground. still spread out around the playing area. Explain each action. On the beach = outside the hoop. In the water = inside the hoop. Instruct players to follow you as you move in and out of the hoop and call out each action you are doing. Add in more actions as the group gets a feel for how to play.

Swimming = pretend to swim

Scuba = scuba dance move

Walk on the beach = go around your hoop

SHARK = move quickly and find a new hoop

Modification: Turn this into a game of tag. Choose someone (a Play Leader or player) to be the shark. If the shark tags someone, they are back in the game and the person who was tagged is now the new shark. Play with one or multiple sharks. Alternatively, once someone is tagged they join the sharks. Play until there is one person left

Equipment: Hula hoops or poly spots

Modification: instead of a spot or a hoop- if everyone can play, try using playground equipment as the beach and water

Zoo Keeper

Explain that we are now animals at a zoo and our hoops are our “homes”. Establish home areas around the playground equipment. We are going to act like animals at a zoo and move around our zoo. If I yell “ZOOKEEPER’S COMING” we all have to move quickly and find a home. Practice moving like different animals. Move however you think the animal we are pretending to be moves.

Remember: Animals can share homes. As the game goes on, slowly eliminate homes so that the animals have to share.

Examples of animals:

- Monkeys
- Bears
- Lions
- Seals
- Giraffes
- Snakes
- Etc.



Ship to Shore

Begin the game by explaining which area of the playground is the “Ship” and which side is the “Shore” (they will be labelled with signs). The leader will call out either “Ship” or “Shore” and all players have to move quickly to the associated sides of the play space. Practice this a few times before adding other actions. Slowly add the following actions to the game (do not have to follow this order, or include all options):

Bow: move quickly to the front of the boundaries

Stern: move quickly to the back of the boundaries

Man overboard: Lie down on your stomach and pretend to swim

Captain is coming: Everyone stands and salutes

Captain's wife: everyone curtseys

Man the lifeboats: Get in groups of 2 or more and pretend to row a boat

Be on the lookout: Players stop, make binoculars with their hands and look around

Hit the deck: everybody lays down on their bellies

Shark attack: lie on stomach with feet and arms up

Jellyfish: wave hands and feet in the air on your back

Additional options:

To the ship: move quickly to the captain's right

To the island: move quickly to the captain's left

Hit the deck: lay down on your stomach (or if players don't want to get dirty, they can crouch down)

Attention on deck: salute and yell, "Aye, aye captain!" – players may not move now until the captain gives the order of, "At ease!" (ie even if the captain gives a different order such as "to the ship" the crew must continue to remain at attention until told "at ease")

Clear the deck: everyone must have their feet up off the ground

Scrub the deck: everyone on their knees scrubbing

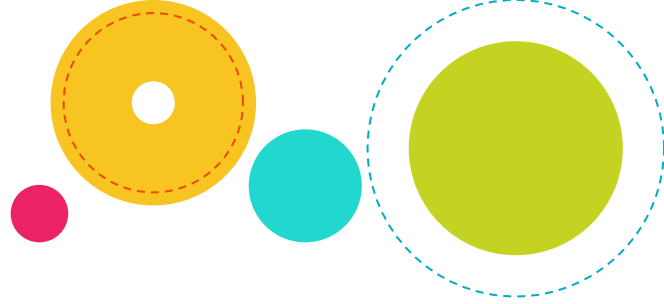
Captain's Quarters: everyone ran towards the captain.

Port: move quickly to the left side of the play space

Starboard: move quickly to the right side of the space.

Something That I Like

Players and Play Leaders form a circle on poly spots. One person will start in the middle of the circle and say their name and something that they like. (For example my name is Kirsten and I like chocolate chip cookies.) Anyone in the circle that likes chocolate chip cookies then has to move to a different spot in the circle as fast as they can. The person in the middle also finds a spot in the circle. The last person to find a new spot in the circle then goes in the middle and says their name and something that they like. The game continues until everyone has had a chance to be in the middle. You can't just move to a new spot right beside you, it must be a new spot across the circle. The goal of the game is for players and to get to know each other's names and something that they like.



Whoa Ball

Sitting in a circle, players will pass the ball around the circle. 'Whoa' is used to change passing direction. 'Zap' is used to pass the ball across the circle. 'Woohoo' is a mini dance party with the ball.

Equipment: ball, light enough for passing

Colours

Players will move around in various locomotor patterns, as called out by leaders. When a colour or a pattern is called out, players must find and touch an object of that colour in the play area before continuing. They are not allowed to touch anything on themselves or on another person.

Kung-Fu Panda Ninja Training

Designate 2 obstacle courses or pathways through the playground equipment-relatively side by side with a hula hoop at the start and a pylon at the end of each one. Players will take turns going through the obstacle course- 1 per route, starting by throwing a bean bag through the hoop, going through the obstacles, and ending by knocking the pylon down at the end.

Equipment: hula hoops, bean bags, pylons

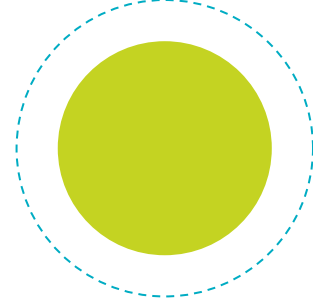
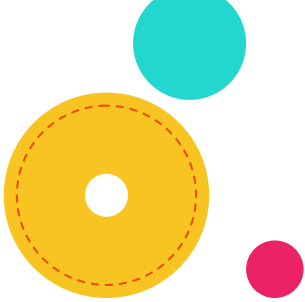
Lasers

Students will navigate through a "laser field" of string and obstacles, attempting to get to the other side without touching the "lasers " Students will have the choice of 4 different entry points . The next group of students will enter the field once the first group has passed a certain point in the field.
Equipment: string, tape, pylons, A-Frame ladders, mini net, hockey sticks

Jackpot

Players are scattered around the blue mat. 1-2 leaders throw the balls up in the air and call a number (points associated with them) and say whether the ball is "dead" or "alive". Dead means that the ball must be picked up on the ground, and alive means it has to be caught in the air. The first player to reach 500 points wins.

Equipment: open space, ball



Elbow to Elbow

Tell players to find a partner.

Once partnered up, one partner will go to one end of the gym and the other partner will go to the other, they will remain parallel to each other. A leader will call out commands with 2 body parts. The players will then move quickly towards their partners and connect those two body parts together ex) elbow to elbow, hand to hand, hand to foot, knee to toe, back to back etc. After the partners connect the body parts, they go back to their original places opposite to each other and wait for the next command to be called.

Equipment: None

Enchanted Forest

Determine a large space to be used and have players spread out various pieces of equipment in the space – the “enchanted forest”. Partners can help the players navigate to the other side of the forest without running into any of the obstacles, Progress to moving objects through the obstacles like a soccer ball.

Equipment: Various loose parts

Sardines

A volunteer leader will hide and all players have to search for them. When found, they will tag the volunteer.

Gather everyone together and explain the rules and boundaries of the game. Be sure to keep everyone safe and ensure no one wanders into areas that they aren't supposed to be in. When everyone understands the rules and boundaries, ask for a volunteer to be the first person to hide. Give the person a set amount of time (e.g. a few minutes) to hide, while everyone else closes their eyes or sits in a neutral spot away from the playing area. When time is up, everyone splits up and tries to find the hidden person. When someone finds the hidden person, the game is not over! He or she quietly hides alongside the hidden person. Over time, several people will be hidden together, resembling a bunch of sardines. The last person to find the hidden party loses that round. He or she is the next person to hide. Alternatively, you can reward the first person to find the hidden person by allowing that person to hide if he or she wants to.

Variations:

There are other variations to this game, such as playing it in pairs. This adds a little more teamwork to the game or more assistance/supervision to the playing if needed.

Early Years Play

Is your group mostly too young for the general play plans? The activities can be modified- but if almost all of your players are under 6 years old, you may want to try leading play on the small Early Childhood Play “Smart Play Motion” Structure.

Games for early years groups may include: song and rhythm games, imaginative play (kitchens/house, animals, adventure etc.), follow the leader or Simon says style, facilitated free play, and for loose parts- you may want to consider using enough for everyone to have their own item.

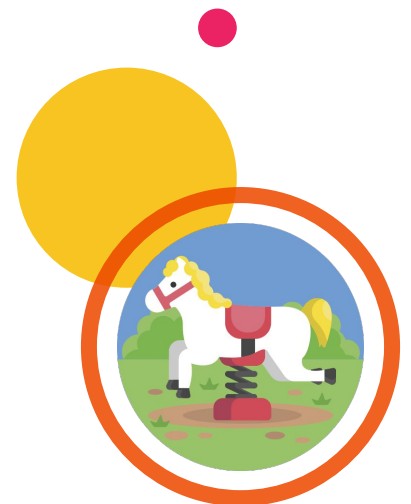
Tip: For groups this young, your time with them may be shorter. You may also want to remind parents that they should stay nearby as though you are here to play, you’re not able to provide additional supervision or childcare.

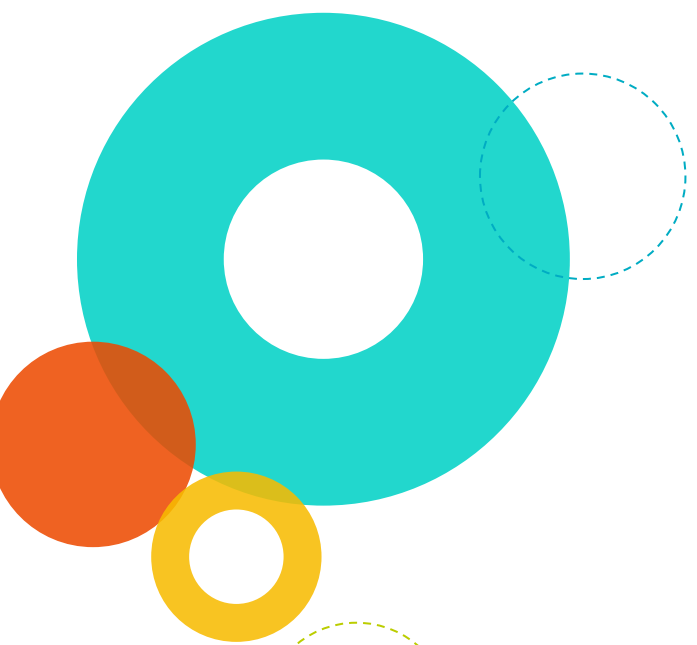
Tip: For groups of very diverse ages, you may want to:

- Spilt group between play leaders for peer-to-peer game play
- Use the buddy system: create partnerships of younger and older to help each other in the games
- Or, modify game play considering the size of the boundaries, the size of equipment used, and the complexity of rules- to make it as age inclusive as possible. E.g. a tag game is playable by many age groups: choosing a flat area or smaller equipment includes the younger kids, and making the tag area smaller increases the challenge of being caught but also makes it easier for smaller children to get around.

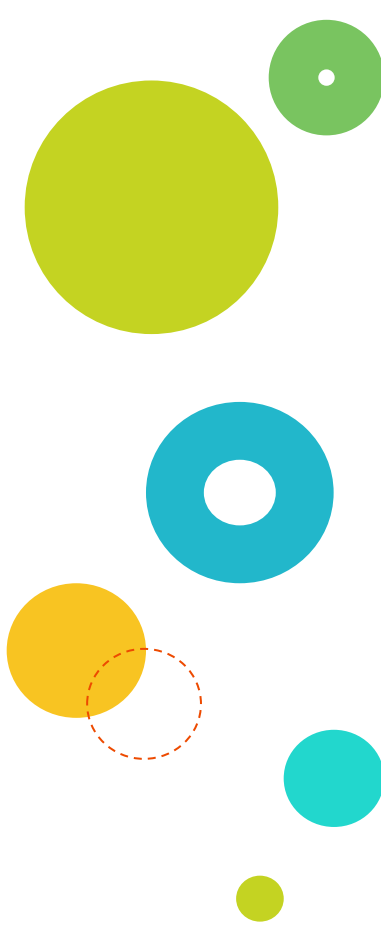
Examples of early years friendly games in this guide:

- Imagination Factory
- Lead the Beat
- Where’s Your Fish?
- Gliding, Gliding
- On the beach, In the water
- Slide Races
- I Spy
- Simplified Zoo Keeper
- Simplified limbo relay





● Tips & Tricks for Inclusive Play



Inclusive Instruction: Quickstart



Set up for success: give ample **time for practice and repetition**



Try planning play or games with a mixture of **cooperative and competitive goals**



Modify equipment to change the challenge, energy level, or engagement in play...try changing the **size, weight, colour, texture, or shape**



Try using many forms of **communication** to explain and cue: **verbal, visual, and physical modelling**



Empower: give kids choice and voice in what and how they want to play



Give kids **time to prepare and transition**- a countdown until the next activity, or refer group to the visual schedule



Remember to incorporate **breaks** into the flow of play!



Keep it fun! If you're engaged and having fun, kids will too!

Modifying Games & Providing Inclusive Instruction

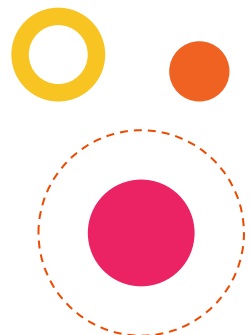
A. Equipment modifications/options

Balls

- Try different ball types! For example, if you want to play soccer, but soccer balls are too large or heavy for your kids, swap out for gator balls (soft foam).
- You can also use alternatives that might make a game or activity more accessible for your group.
- Ball alternatives include:
 - Bean bags
 - Paper balls (you can make these as big as you need)
 - Foam blocks
 - A ball with bells inside
 - A plastic bag tied to a ball can help so the ball has an auditory component
 - Pillows/ cushions
 - Balloons* (great for slowing the task down)
*check if children have latex allergies before using
 - Tissues (great for slowing the task down)
 - Scarves (great for slowing the task down)
 - Rolled up socks
 - T-shirt (rolled up or left loose)
 - Anything that can be safely used and will move in the way you need it to!

Striking Implements

- Try out different types of equipment as striking implements! For example, if you are practicing striking a baseball, but a traditional bat is too heavy, try using a pool noodle!
- Other alternative striking implements include:
 - Pool noodles
 - Water bottles
 - Foam blocks
 - Paddles
 - Straws
 - Racquets
 - A piece of wood
 - Sticks or plastic piping

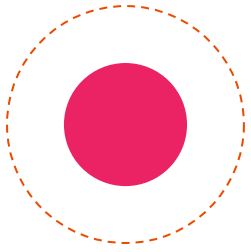


Targets

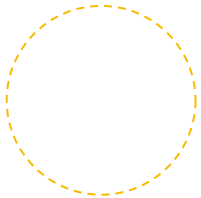
- You can use several different items to make target activities and games more fun and accessible to your group.
- Try using one of the alternatives for activities and games that involve target practice:
 - A piece of paper
 - Tape targets
 - Scarves on the ground
 - Words on a wall
 - Water bottles
 - Bowling pins
 - Blocks or block towers
 - Hoops
 - Chairs
 - Plastic cups
 - Accordion mats
 - Anything else that can be knocked over!

Think about...

- The size
 - A bigger ball might be easier to kick, but harder to throw.
 - You can change the difficulty by changing the size of an object.
 - For example, you can throw a big ball at a big target, a small ball at a small target, or a small ball at a big target. Each has its own level of difficulty.
 - You can also think about size in comparison to the person using the piece of equipment.
- The weight of the object
 - Heavier objects are harder to move.
 - For example, a heavier ball might make a great target because it will not move as far, but a not-so-great ball to kick (ouch!).
 - Throwing a giant ball might be a great way for kids to engage more of their body while playing an activity.
 - Lighter objects can decrease the energy demand required for an activity.
 - Lighter objects such as balloons or scarves float a little bit, which can decrease the demand of someone's reaction time.



- The colour
 - Some colours are easier to see than others.
 - If the goal is to make the object harder to find, use a harder-to-see colour.
 - If the goal is to ensure people know when something is flying through the air, use something that is brightly coloured so people are more likely to see it.
 - Consider contrast.
 - Some people have an affinity for certain colours. They might be more excited to play a game with equipment that is their favourite colour.
 - Colour can have a lot of meaning attached to it. For example, you could use blue objects to help signify water or ice.
- The shape
 - Change the shape to change the demand of the activity.
 - For example, if someone is using an object that will not roll away from them, they may spend less energy chasing down their ball after each kick and then have more energy to play along with their peers.
 - Some shapes might be easier or harder to manipulate than others
- The texture
 - Texture elements can be added to engage other parts of our senses.
 - Some kids may have an affinity or an aversion to certain textures. You can add textures that your kids enjoy and avoid textures you kids do not like.



- You can ask kids to come up with what they want to use in place of a piece of equipment you don't have. This gets kids to be creative and ensures the equipment works for them.
- Before choosing to adapt a piece of equipment or a game for someone, ask the person if they even want to adapt it in some way, and then ask them to assist you with the adaptation.

B. General Game & Activity Modifications and Considerations

Cooperative Goals vs. Competitive Goals

- Consider finding a balance between games and activities with cooperative goals and those with competitive goals. Cooperative goals often allow kids to learn from one another and have fun working together toward a common goal. However, competitive goals may provide a fun incentive for some kids!

Size of the play space

- The size of the play space determines how far individuals have to move.
 - For individuals with lower energy, a smaller play space might mean they can be more included in the game or activity.
 - A smaller play space can also increase the difficulty. For example, in tag, a smaller play space means less space to get away from the tagger.
 - A great way to engage all kids is to change the distance to ensure the challenge is right for them. For example, in a relay, you might decrease the distance some student groups have to go while increasing the distance other student groups have to go in order to accommodate for differences in ages or ability.

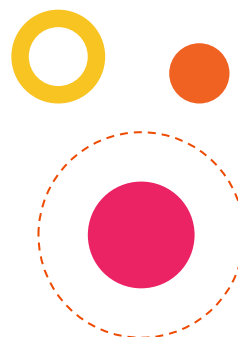
Breaks

- Be sure to include breaks in your lesson plan, and include these on your visual schedules
- Let the kids know that they can ask you for breaks whenever they need

C. Types of Cues

Consider the types of cues that work best for each individual learner.

- Verbal
- Physical
- Visual
 - Demonstrations
 - Mirroring
 - Modelling
 - Video
 - Poly spots/ dots
 - Targets
 - Schedules
 - How-to's/ step-by-step



D. Visual Supports

- A schedule is a great support. Utilize a picture schedule or a written schedule (whichever your kids typically utilize).
- Picture support options:
 - Include both a picture and 1-2 words (or use as few words as possible).
 - Keep the use of the pictures and words as consistent as you can.
 - Ensure the picture is relevant to the word to help kids connect the word and the picture together.
 - Clip art or drawings make work for some children, while other children will benefit more from actual photos of the space, people, and equipment in their routine.
- Ensure the words are legible.
- Be as concise as possible.
- In addition to a schedule- have a picture exchange communication board (PEC) can help you and children who don't verbalize their communication talk to each other. By having pictures representing ideas like: break, stop, the different games, equipment choices, bathroom, see parents etc. children may be able to choose what they need to communicate. And in turn, you can point to ideas you are trying to communicate.

E. Tips for Transitions

- Transitions between games can be tough for kids. When creating your lesson plans, consider how you can make transitions easier!
- Some general tips include:
 - Utilizing countdowns
 - Building expectations for your kids to assist with transitions
 - Before you start a game or activity, tell them how many rounds of the game you are going to complete, and follow through. Countdown the numbers of rounds each time to assist with transitions.
 - Utilize a schedule. Revisit the schedule when a game is over to show the game is over and that you are moving on to the next game.
 - Consider how equipment choices will impact transitions
 - Are you planning to do two activities that use the same type of equipment? Can you do these activities back to back to make the transition nice and smooth?
 - Are you planning to do any activities that require a lot of equipment? Can you plan to do this activity last so that the equipment can stay out during free time?

Other Suggestions & Considerations

Supporting a group with a wide range of skills and abilities

- Find ways to change the challenge within the setting.
 - If you have a couple of kids who are finding what you're doing is too easy, change what is required of those specific kids to increase the challenge.
 - You can do this by changing their ball size to be smaller, increasing the distance they have to go compared to others, changing the movement pattern they use, or by having them complete more repetitions than the other kids.
 - If you have a couple of kids who are finding what you're doing is too difficult, find ways to challenge those specific kids within their abilities.
 - You can shorten the distance they have to travel, ask them to use their preferred movement pattern, decrease the number of repetitions required for them, use larger balls, or find ways to use adapted equipment that will augment their experiences.

Setting Players Up for Success

- Always start with the most basic version of a game before adding elements to it. This gives everyone a chance to practice the game and solidify the rules.
- Break up the activity into parts and practice each part separately.
- Slowly add in different elements to change the game.
 - For example, in ship/shore, you practice just "ship" and "shore" before adding in other actions.
 - Only add one action at a time.
- Breaking a game into parts provides opportunity to bring the game back for other sessions. The game stays new and exciting because there are new things to practice.

Practice Patience When Introducing New Games & Activities

- Remember that sometimes it can take a lot of practice before kids understand the game, activity, or rule.
- Give ample time to practice each separate piece of a game before moving on.
- Repetition is key.
 - Bring games back into different sessions to provide many opportunities to practice.
 - Practice similar skills in different settings or through different activities.

Empower

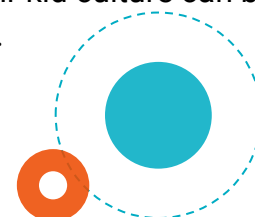
- Use guiding questions to empower kids to explore the movements and find out what works for them.
- For example, rather than saying: “kick the ball with the outside of your foot”, you can guide them to think about the movement by saying “how many different parts of your foot can you move the ball with?”.
- Use keywords to help remember certain parts of a skill or game.
 - Keep the keywords consistent and use them often.
 - Keywords can be used across multiple settings to help kids connect what the word is to the action they are doing.
 - Ask the kids to come up with keywords for themselves. Again, this adds a deeper connection and more meaning to the movement for each individual.

Aim for Consistency in Supports

- Examples include having a schedule, using visual supports, auditory supports, and thinking about adapted equipment required.
- Remember, supports are a very individualized thing. Offering a variety of supports in your drop - in program will help you reach the most in your group and allow you to be responsive in the moment.
- If you are going to create additional supports, figure out a way that you can cut down on creation time for future sessions.
 - For example, if you can build yourself a template, build one! Then you can just slot in activities as needed. It can be very front-end heavy, but the time saved later will be worth it.
- Remember that you don't need to reinvent the wheel. Use things you already have available to you, and transfer them across sessions.

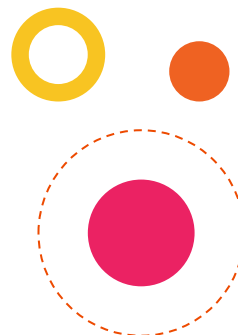
Make Physical Activity Fun!

- You can do this by adding a theme to what you're doing, or by adding in a little creativity and imagination. Any game or activity can be changed to include the interest of your group. For example, an obstacle course can be turned into a lion hunt, knight training, or a ninja training course. Even princesses need some type of training.
- It takes practice and a lot of imagination. Adding visuals can help kids get into the scene you're trying to set!
- The kids will be as enthusiastic about it as you are. If you seem disinterested, the kids will probably follow suit.
- Sometimes it takes “kid speak”. For example, adding in parts of their kid culture can be a great way to motivate them or have them think the activity is “cool”.



More Tips!

- Using leaders vs. the kids is a great way to mediate a game.
 - This adds an element of competition, but the kids are still working together cooperatively.
 - The leader can then mediate things such as who gets tagged or when the game is over, and keep the game fair and fun for everyone.
- Everyone moves differently, so give lots of opportunities for people to explore movements and their bodies in their own way.
- We want to encourage kids to find out what movement means to them rather than encouraging one specific way to complete the movements.
 - As a leader, you can help with this! Encourage kids to explore and do things differently than their peers.
 - Rather than saying “do this in one way”, encourage kids to try multiple ways and then pick the one that works best for them.
- Offer alternatives for movement such as seated options or options for certain body parts.
- Remember that kids should still have the choice of when and how they want to participate.
 - We want to create positive physical activity experiences, and children choosing their participation level can help reinforce that it is a positive thing.
- It is helpful to have both picture visuals and demonstrations led by leaders/assistants.
- Consider the access needs of your kids.
 - You may need to consider offering alternative communication strategies for kids who wish to use something other than verbal communication.
 - You can consider offering a break space for kids to go if they are feeling overwhelmed. Break spaces can give kids the time and space they need in order to be able to come back and participate in the fun and games.





Community Resources

Inclusive Play, Physical Activity, and Playground Resources

[Ability Toolkit: A Resource for Parents of Children and Youth with a Disability](#)

[The Blueprint for Building Quality Participation in Sport for Children, Youth, and Adults with a Disability](#)

[City of Edmonton Recreation Opportunities for Individuals with Disabilities](#)

[City of Edmonton List of Accessible Playgrounds](#)

[Clareview District Park Inclusive Playground \(Edmonton\)](#)

[The Inclusive Playground Resource](#)

[Outdoor Play Canada: Inclusive Playground Programming, Pilot Program](#)

[Shouldice Park Jumpstart Inclusive Playground Guide \(Calgary\)](#)



