

Playground **G**ames and **A**ctivities

SEPTEMBER 2000



This edition of the Playground Games and Activities resource package was developed to support the Ministry of Education's Elementary Curriculum documents for Health and Physical Education. We invite and encourage additional submissions of playground games and activities for possible inclusion in future editions.

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This document has been reviewed for equity.

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INTRODUCTION

The importance of play has been well documented in all areas of education. There is a strong link between play and learning as through play, children and youth can learn and develop literacy, social skills, and problem-solving skills, in addition to developing the fundamental movement skills that are the basis of all athletic endeavours. Play provides opportunities for learning in contexts where children are most receptive.

Playground games and activities have been a highly valued aspect of the total educational experience for children. Playgrounds have been used by physical educators and others as an educational tool and as an environment for active play during recess and lunchtime. Traditionally, games and activities, introduced in physical education classes, are extended and adapted by teachers and students in the playground.

The use of playground games and activities contributes to attaining the overall goal that students develop “a personal commitment to daily vigorous activity and positive health behaviours, and basic movement skills they require to participate in physical activities throughout their lives.” (*The Ontario Curriculum: Health and Physical Education, Grades 1-8, 1998*)

“Children who play a lot grow up into healthier adults. Through play, we get to explore our world – its environment, our fellow human beings, and our fellow living things.”

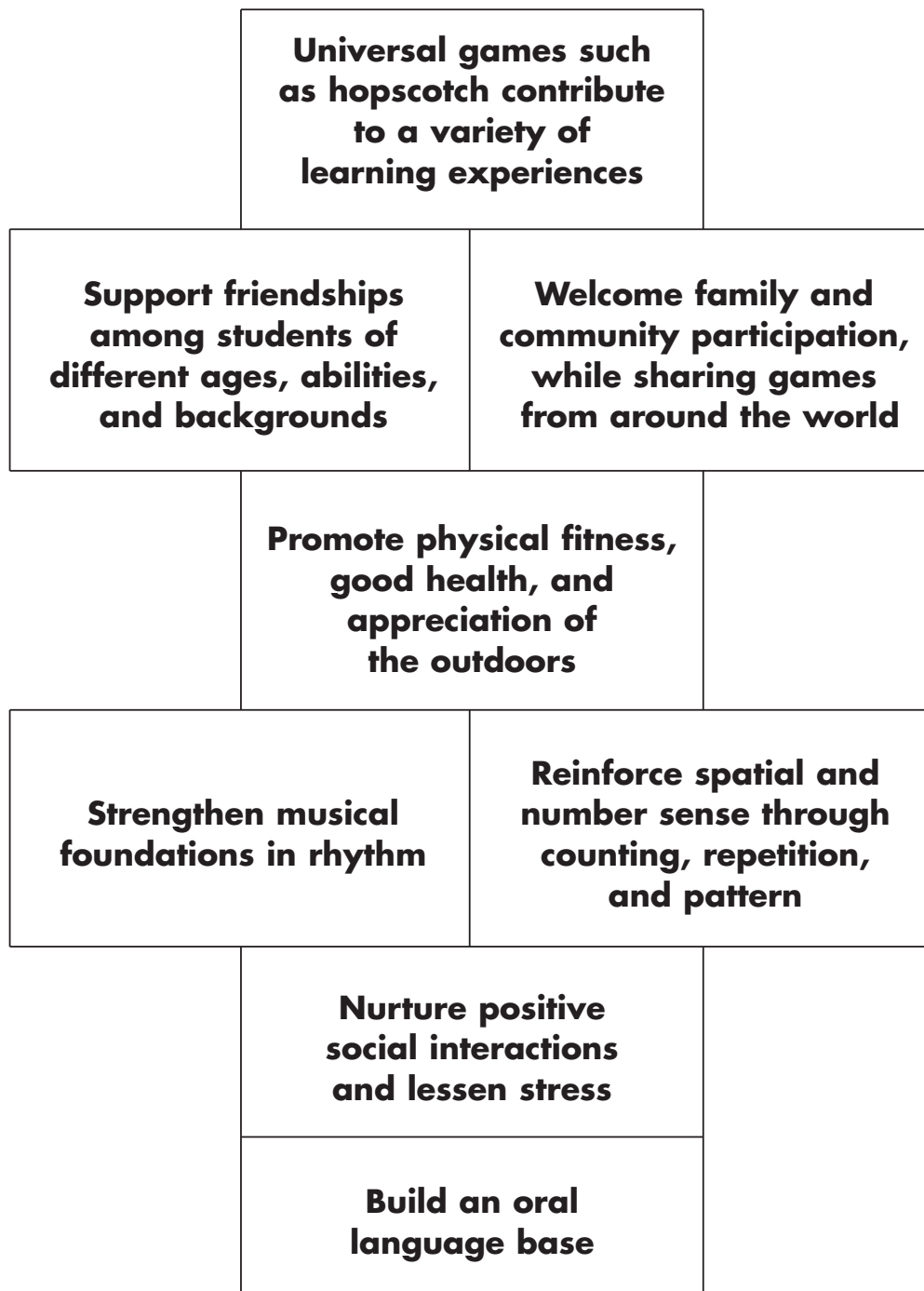
The Importance of Play by Brian Sutton-Smith

This package has been prepared to:

- facilitate the development of an active, co-operative, and peaceful playground;
- provide teachers with a collection of playground games and activities;
- help students develop and learn a repertoire of playground games;
- establish and reinforce connections with the expectations of *The Ontario Curriculum: Health and Physical Education, Grades 1-8, 1998* and other related expectations (particularly interpersonal and social skills expectations) from a variety of subject disciplines.

The games and activities in this package can be modified to suit different grade levels, students’ abilities, and a variety of settings (indoors, outdoors, classrooms, hallways, gymnasiums, parks, and other appropriate spaces). The activities require little, if any, equipment, and can be adapted for play by children of all athletic abilities. To ensure maximum participation and enjoyment, it is suggested that the teaching of the games and activities be introduced during physical education classes or other scheduled class time, and that the interpersonal skills involved in these activities (e.g., taking turns, playing fairly, including others, sharing space and/or equipment, helping others) be reinforced on a regular basis, not only during classroom activities, but before and after all play experiences.

Playground games and activities can enhance learning and social interactions, as seen in this hopscotch pattern:



Source: *Schoolyard Games, Rhymes and Chants* (former Toronto Board of Education)

Games and activities included in this package are:

- **Hopscotch Activities**
- **Rope Activities**
- **Ball Activities and Games**
- **Jumpsies**

There are numerous ways to use playground games and activities in schools. They include:

- during physical education classes
- during intramural/house league play
- during recess, lunch, or other break times
- as part of a school-wide initiative
- for a fun fair
- for monthly themes, e.g., October – ball activities
November – skipping month
- for a special family fitness night

Safety

It must be recognized that all physical activity involves an element of risk, and there is an obligation on the part of all participants to minimize that risk. Procedures need to be developed to ensure the highest possible level of safety, while allowing students to engage in a broad range of challenging activities. Reasonably foreseeable risks must be identified, and procedures must be developed, to help prevent or minimize the risk of accidents or injuries.

The Toronto District School Board has adopted and adapted the Ontario Education Safety Guidelines, produced in partnership by the Ontario Physical and Health Association (OPHEA), The Ontario Association of Supervisors of Physical and Health Education (OASPHE), Ontario School Board Insurance (OSBIE), Canadian Intramural Recreation Association (CIRA), and the Ontario Federation of Secondary Athletic Association (OFSAA). This document will be available in the late fall of 2000, and educators should familiarize themselves with contents of this document in order to provide safe practices for students.

Accommodations

All students should have the opportunity to play and learn to their full potential. Several accommodations or adaptations which may assist students in participating in the playground games and activities in this package are listed below.

An excellent resource which offers suggestions for adaptations of various exceptions is *Moving to Inclusion*, which is available from the Canadian Association for Health, Physical Education, Recreation and Dance (CAPHERD).

Equipment Modification	Effect for Student
Lighter balls/bats/racquets	Reduces fear Less effort required to attain success Gives more time for response and to get into position Easier to control Requires less strength
Larger balls	Increases success Easier to manipulate Can be dribbled along the floor by the caster of a wheelchair
Use of other objects (e.g., bean bags, scarves, towels instead of balls)	Easier to grasp and catch Will not roll when dropped Travels more slowly
Balls with tails (e.g., ball in a sock)	More catching surface – increases success Slows the ball down
Under-inflated balls	Easier to catch Reduces fear Rolls more slowly
Shorten handle (e.g., of bat, racket)	Simplifies eye-hand coordination Increases opportunity for contact
Larger striking surface (e.g., oversized tennis racquet)	Fewer misses More successful contact
Larger target area (e.g., use whole court or entire wall as target)	Increased confidence More successful contact with target

Adapted from CAHPERD Journal Spring 2000, *Inclusive Physical Education: Ecological Instruction Approaches and the Use of Adaptation and Modification* by Donna Goodwin, University of Regina.

CHART OF GAMES SHOWING GRADE LEVEL

Activities	Grades K-3	Grades 4-6	Grades 7/8
Hopscotch Activities			
• Hopsy	X	X	
• Names Hopsy	X	X	
• Potsy	X	X	
• Days of the Week Hopscotch	X		
• Triangle Hopscotch	X	X	
• Water Hopscotch	X	X	
• Operations Hopscotch	X	X	X
• Spelling Hopscotch	X	X	X
• Co-operative Hopscotch	X	X	
• Hidden Hopscotch	X	X	
• Hop Round		X	X
Rope Activities			
• Snake	X		
• Helicopter	X		
• Eevy, Ivey	X		
• Skipping (progressive)	X		
• Tricks		X	X
• Partner Skipping		X	X
• Double Dutch		X	X
Ball Activities and Games			
• Bouncy Bouncy	X		
• Wall Bounce		X	
• Seven-Up	X	X	
• Wall Ball		X	
• Two-Ball Wall Ball	X	X	
• Three-Ball Wall Ball		X	X
• Box Ball (Two Square) – Version 1	X	X	X
• Box Ball (Two Square) – Version 2		X	X
• Four Square	X	X	X
• Centre Square	X	X	X
• Three Circles	X	X	X
• Regular Handball		X	X
• Corner Ball		X	X
• Eight-Person Handball		X	X
Jumpsies			
• Jumpsies – Version 1	X	X	
• Jumpsies – Version 2	X	X	
• Jumpsies – Version 3		X	X
• Yogi (High Jumps)		X	X

CONNECTIONS TO THE HEALTH AND PHYSICAL EDUCATION CURRICULUM EXPECTATIONS

Kindergarten

Playground games and activities connect to expectations in the Personal and Social Development strand of *The Kindergarten Program*.

Overall Expectations:

- demonstrate a positive attitude towards themselves and others
- identify and use social skills

Specific Expectations:

- adapt readily to new situations
- attempt new tasks willingly
- demonstrate self-control by following classroom rules and routines in different contexts in the school
- participate willingly in creative movement, dance, and other daily physical activities
- demonstrate consideration for others by helping them

Grades 1-8

Playground games and activities connect directly to the expectations in the Active Participation strand of *The Ontario Curriculum*.

Grades 1-3

The Overall Expectations in Grades 1-3 are identical. The following two expectations relate directly to co-operation and interpersonal skills:

- acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits)
- follow safety procedures related to physical activity, equipment, and facilities

Specific Expectations, although very similar in general, are grade-specific. They are:

Grade 1

- work co-operatively with others (e.g., sharing, equipment, helping others)
- demonstrate respect for others in group situations (e.g., being courteous, speaking kindly)

Grade 2

- demonstrate appropriate interpersonal skills and respectful behaviour (e.g., displaying etiquette, playing fairly, co-operating) in physical activities
- provide help to, and ask for help from, group members

Grade 3

- demonstrate respect for the abilities and feelings of others (e.g., accepting everyone into the group)
- follow the rules of fair play in games and activities (e.g., giving everyone a chance to play)
- communicate positively to help and encourage others

Grades 4-6

The Overall Expectations that run through these grades relate to playground games. They are:

- apply living skills – such as goal setting, conflict-resolution techniques, and interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully) – to physical activities (e.g., games, gymnastics, dance, outdoor pursuits)
- follow safety procedures related to physical activity, equipment, and facilities

Grade 4

- follow the rules of fair play in games and activities (e.g., displaying good sports etiquette by maintaining self-control, whether winning or losing)
- demonstrate respectful behaviour towards others in the group (e.g., speaking kindly, refraining from hurtful comments, acknowledging others' ideas and opinions)
- demonstrate a variety of interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully)

Grade 5

- follow the rules of fair play in games and activities (e.g., displaying sports etiquette, by encouraging others with positive comments)

Grade 6

- follow the rules of fair play in games and activities, and support the efforts of peers to improve their skills

Grades 7/8

These grades share three Overall Expectations. They are:

- apply living skills (e.g., basic problem-solving, decision-making, goal-setting, and conflict-resolution techniques) in physical activities (e.g., games, gymnastics, dance, music, outdoor pursuits)
- transfer appropriate interpersonal skills (e.g., exhibiting etiquette, fair play, co-operation, and respectful behaviour) to new physical activities

- follow safety procedures related to physical activity, equipment, and facilities, and continue to take responsibility for their own safety

Grade-specific Expectations from the Living Skills component are:

Grade 7

- participate fairly in games or activities (e.g., accepting and respecting decisions made by officials, whether they are students, teachers, or coaches)

Grade 8

- demonstrate respectful behaviour towards the feelings and ideas of others
- follow the rules of fair play and sports etiquette in games and activities (e.g., maintaining self-control, whether winning or losing)

HOPSCOTCH ACTIVITIES

Getting Started:

- Students practise hopping on one foot, then the other foot. Encourage students to move forwards and backwards.
- Students should practise hopping one to three times, followed by a stride jump, then go back to hopping.
- To enable students to become used to the shapes of various hopscotch patterns, have them hop on one foot into each box, from Box 1 to the highest box number and back down again. Hop the pattern again, using the other foot.
- When box numbers are side-by-side (these are called “double beds,” illustrated as Boxes 4, 5, 7, and 8 in both Hopscotch A and B on page 12), have students try to jump, landing one foot in each box at the same time (stride jump).
- Encourage students to avoid stepping on the lines.
- For some games, players will need a marker (called a puck, potsy, peeve), such as a flat pebble, bean bag, bottle cap, etc.
- Constant jumping and hopping on hard surfaces can be hard on a young child’s skeletal system. Vary the activity, so that students are not continuously jumping or skipping.
- Practice hopping/jumping could be performed on softer, grassy areas.

HOPSY (Grades K–6)

Equipment Needed: chalk

How to Play: (Refer to Hopscotch Patterns A and B on page 12.)

- Beginning with Box 1, players takes turns hopping into each box, up to the highest number and then back again.
- Players hop first on the right foot, proceed up to the highest number and then back down to Box 1.
- Players who do not make a mistake (stepping on a line, putting a foot out, or putting the wrong foot down) go on to the next move.
- Players hop first with the right foot in Box 1, then the left foot in Box 2. They continue alternating feet—right, left, right, left—to the highest number and back down again.
- Players then hop on the left foot through the pattern.

- Players then hop with both feet kept together.
- Finally, the players hop all around the outside line of the court without going off the line.
- Players continue hopping until they finish or make a mistake. At that point, the next player takes over.
- On their next turn, players continue from where they stopped on their previous turn.
- The first player to complete all the moves is the winner.

Variation

- To allow recovery time, players rest between each challenge (e.g., hop on right foot, hop on left foot), allowing the next player to have a turn.

NAMES HOPSY (Grades K-6)

Equipment Needed: chalk

How to Play: (Refer to Hopscotch Pattern A on page 12.)

- Players take turns hopping or jumping into each of the boxes, beginning with Box 1, up to the highest number and back again.
- Players stride jump into Boxes 1 and 2, landing with one foot in each box.
- Players hop into Box 3, stride jump into Boxes 4 and 5, then hop into Box 6.
- Players stride jump into Boxes 7 and 8, then hop into Box 9.
- Players hop/turn around, then work their way back down to Box 1 and out.
- A player who has completed the above steps without making a mistake can claim any unclaimed box by writing his/her name in it.
- Only that player can rest both feet on that box. All other players must hop or jump over it.
- Next player takes a turn.
- Players are out of the game when there are too many claimed boxes to hop or jump over.
- When all the boxes contain names, anyone making a mistake is out. The last player remaining is the winner.

Variation

- To prevent elimination, the first player “out” draws another hopscotch pattern nearby and starts a second game.
- As other players get “out,” they join the other game in progress.

POTSY (Grades 1-6) "Potsy" refers to the marker used in the game.

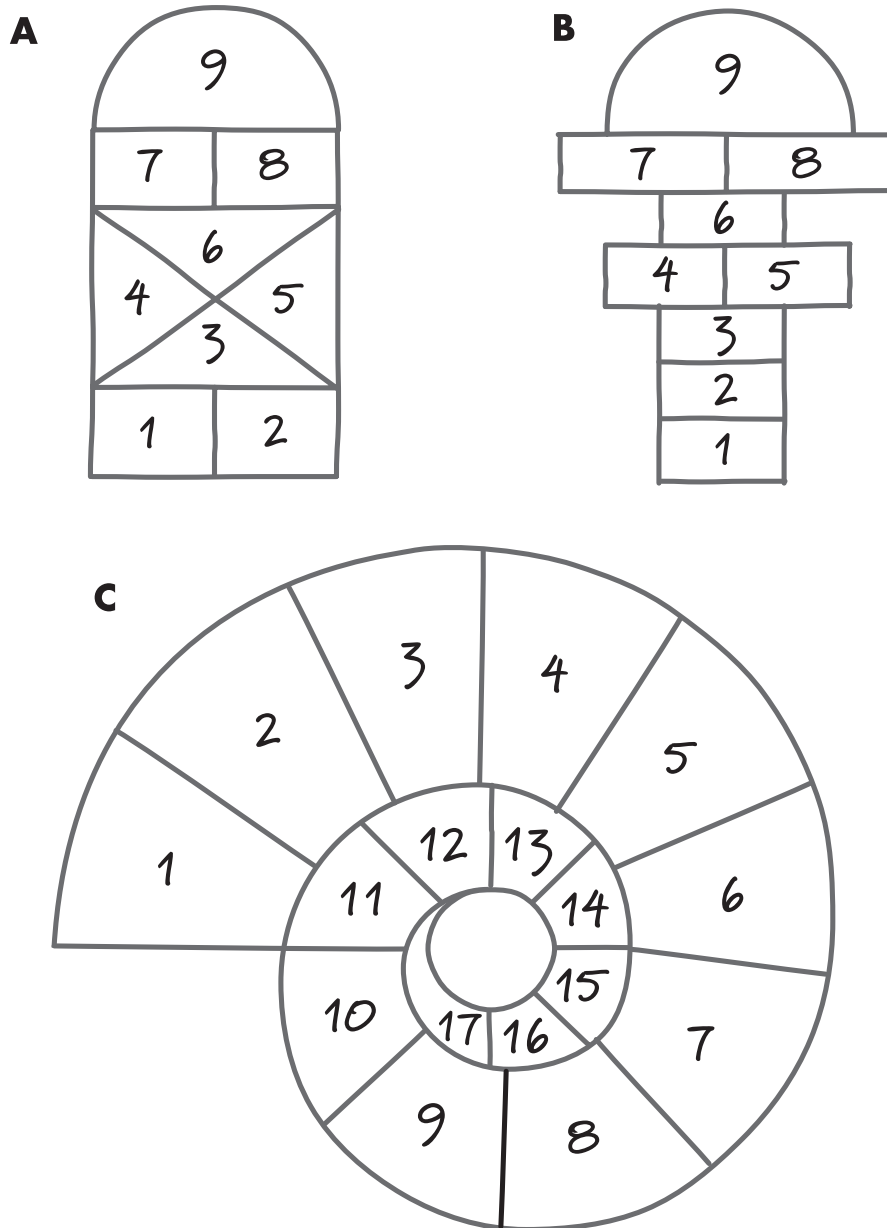
Equipment Needed: chalk, marker (a flat pebble, small bean bag, bottle cap, etc.)

How to Play: (Refer to Diagram B.)

- Players toss the marker into Box 1.
- Players then hop over Box 1 (on either the right or left foot) into Boxes 2 and 3.
- Players stride jump into Boxes 4 and 5, with one foot in each box.
- Players hop into Box 6, and then stride jump into Boxes 7 and 8.
- Players hop into Box 9, hop up, and turn around at the same time (still landing in Box 9). They now face the hopscotch court from the top.
- Players hop and jump back to Box 2.
- Players bend down and pick up the marker from Box 1, then hop out of the pattern.
- Players throw the marker into Box 2. They hop into Box 1, then over Box 2, into Box 3, continuing on to the highest number, then back to Box 3, where they pick up the marker. Players then hop over Box 2 into Box 1 and then out.
- Players continue throwing the marker into each of the remaining boxes in numerical order. If a player misses the box when tossing, he/she loses a turn and must start again from Box 1.
- Players are never allowed to hop into the box with the marker in it.
- When players have gone through all the numbers, they choose a box and write their initials in it. Subsequent players cannot jump into this initialled box (similar to Names Hopsy).

HOPSCOTCH PATTERNS

Hopscotch is a universal game that can use many different sizes and shapes of playing areas. All squares, X's, and semi-circles should be large enough to accommodate a child's foot (approximately 30 - 40 cm). These are some of the more common shapes:

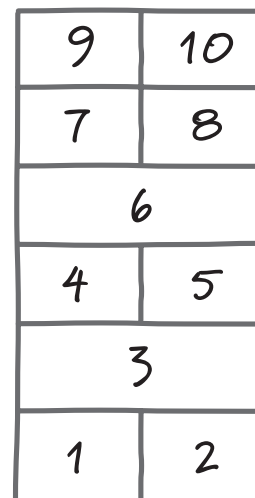
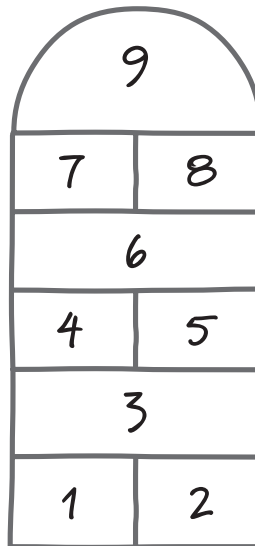
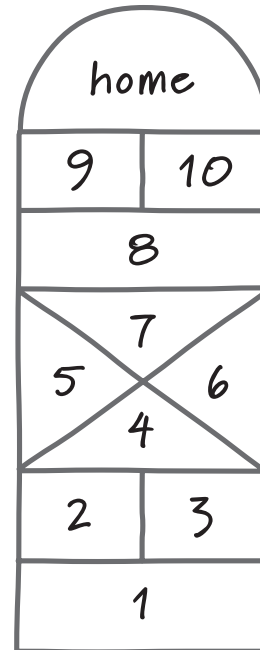
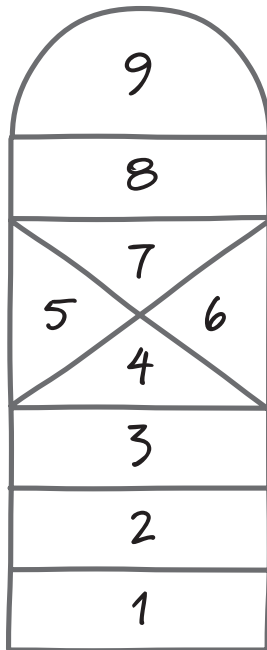


Note: Make sure that hopscotch patterns are “child-friendly.” Boxes should be approximately 30 cm x 30 cm for the younger grades. Older students are able to jump greater distances (30 - 50 cm). Students should be encouraged to draw their own patterns, allowing for individual needs and success.

HOPSCOTCH

A variety of layouts

All squares, X's, semi-circles, etc., should be made large enough to accommodate a child's foot comfortably (30 - 40 cm). Other versions of hopscotch patterns are shown below. They can easily be drawn on pavement. They can even be taped onto the floor in a classroom or gym.



DAYS OF THE WEEK HOPSCOTCH (Grades K-3)

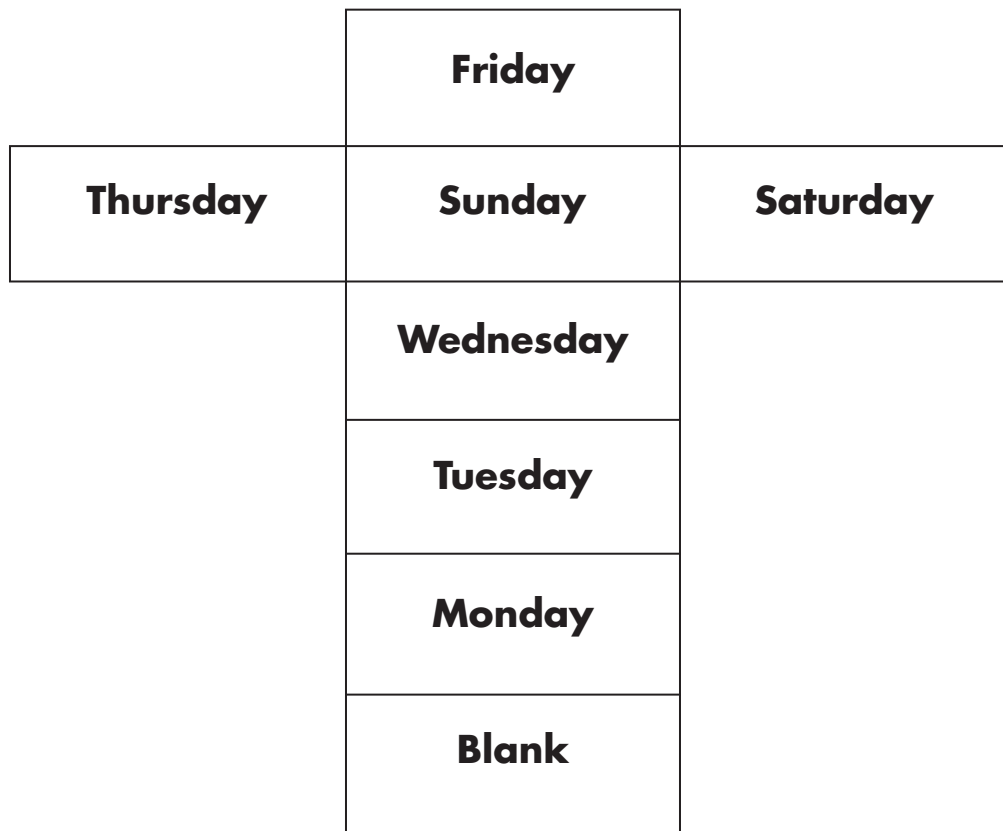
Equipment Needed: chalk, marker

How to Play:

- Draw a pattern as shown below.
- General hopscotch rules apply (see Popsy, page 11).
- Players toss their markers from the blank square and hop into each square in turn.
- Players may place both feet down and rest while in the Sunday square, before hopping back to the beginning.

Variation

- Players call out the days as they hop into them.



WATER HOPSCOTCH (Grades K-6)

Equipment Needed: chalk, markers

How to Play:

- Draw a hopscotch pattern, as shown below, on a flat surface.
- Boxes should be appropriate size for age/ability of students (30 - 50 cm squares).
- The strip down the middle, marked “water,” is off-limits to players and markers.
- The game is played like standard hopscotch. Players begin by tossing a marker into Box 1. Players hop in on one foot, pick up the marker, and continue. To get from Box 5 to Box 6, players must hop over the water.
- Boxes 3, 6, and 9 are “rest areas.” Players may place both feet on the ground inside these boxes.

Variations:

- A marker is tossed into Box 1. Players hop over Box 1, but hop into each subsequent box until Box 10. Players then turn around and hop back into each box again, pausing to bend down and pick up their marker in Box 1. Players proceed in a similar manner through all 10 boxes.
- After reaching the last box (Box 10), players hop around the entire board three times, without resting and while on one foot.

Adaptation:

- Draw this pattern on a vinyl tablecloth (using permanent marker) and use for indoor recess. Make sure it is placed on a rug, or use a non-slip pad underneath.

5	W	6 REST AREA
4	A	8
3 REST AREA	T	7
2	E	9 REST AREA
1	R	10

OPERATIONS HOPSCOTCH (Grades 1-8)

Equipment Needed: chalk (squares are 30 cm x 30 cm, depending on the age of the students)

How to Play:

- Players hop in and out of the squares as they answer the operation challenges.
Examples:
 - “What is 6 plus 5?” – Players hop into the square marked “11” and hop out again.
 - “When you divide 16 by 4, what is the answer?” – Players hop into the square marked “4” and hop out.
 - “When you multiply 5 x 3, what is the answer?” – Players hop into the “1” square, then the “5” square, and then out.

1	11	4	10	2
6	2	9	5	12
3	7	8	0	4
5	1	11	10	9
7	6	3	12	8

Source: *The Peaceful Playground* by Ken Runstedler

Variations:

- Have players hop out the question, as well as the answer (e.g., $4 \times 5 = 20$).
- Call out the question and answer while hopping.

Adaptation:

- This pattern could be drawn on a vinyl tablecloth and used for indoor recess. Make sure to place it on a rug, or use a non-slip pad underneath.

SPELLING HOPSCOTCH (Grades 1-8)

Equipment Needed: chalk (squares are 30 - 50 cm, depending on the age of the students)

How to Play:

- Students try to spell out words, hopping from square to square and then out.
- Students start with simple three-letter words (e.g., cat, dog).
- Students hop and spell out the spelling words of the week.

Variations:

- Students attempt to spell their own names. Some of them can be quite challenging.
- Students try to spell other students' names.
- Students hop and spell out first and last names without stopping.

Adaptation:

- This pattern could be drawn on a vinyl tablecloth and used for indoor recess. Make sure to place it on a rug, or use a non-slip pad underneath.

V	G	S	H	K	W
J	L	A	E	N	C
T	R	O	I	R	S
B	N	U	Y	L	D
Q	P	T	F	M	X Z

Source: *The Peaceful Playground* by Ken Runstedler

CO-OPERATIVE HOPSCOTCH (Grades K-6)

Equipment Needed: chalk, marker

How to Play:

- Draw a hopscotch pattern on a surface (e.g., A, B, or C on page 12).
- Players choose a partner.
- One player of the pair will toss the marker; the other will pick it up.
- One player tosses the marker into Box 1.
- The partners stand beside each other, with arms around each other's waists, holding hands, or linking elbows.
- Together, they each hop on one foot through the pattern.
- At the last square, the partners put both feet down.
- They hop back, stop at Box 2, pick up the marker, and hop off the board.
- Successful players toss on Box 2 and start again.
- Encourage players not to put feet down or step on lines.

Adaptation:

- Have each partner hold one end of a scarf instead of touching one another.

HIDDEN HOPSCOTCH (Grades K-6)

Equipment Needed: chalk, marker

How to Play:

- Draw the pattern shown below (30 - 50 cm squares).
- Each player jumps through the squares, with the stone held between sneakers or shoes.
- The player must jump like a kangaroo – one hop-jump to a square.
- A miss occurs when the stone is dropped, and the player forfeits the turn to the next player.

1	3	5
2	4	6

HOP ROUND (Grades 4-8)

Equipment Needed: chalk, markers

How to Play:

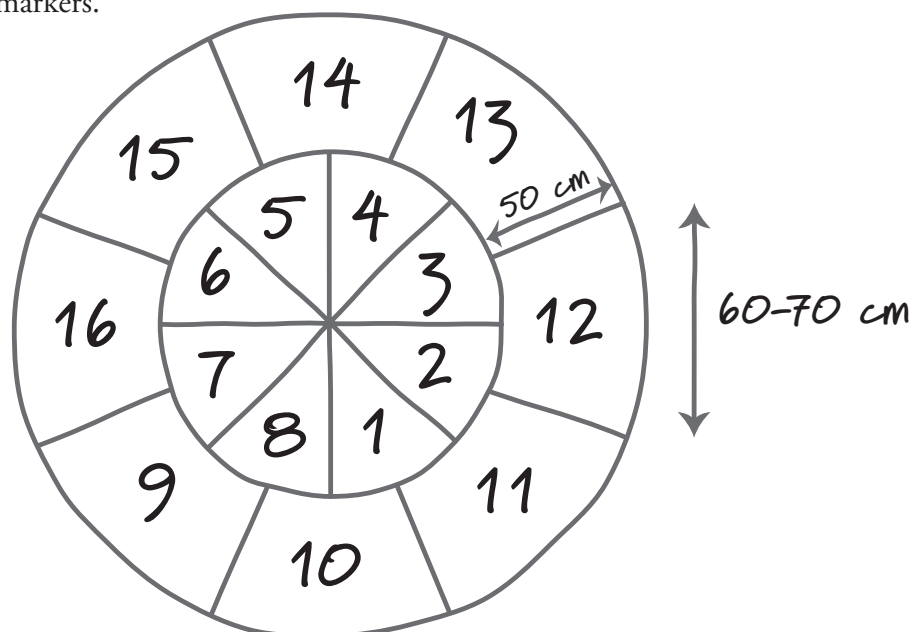
- Draw a hop-round pattern (pattern below).
- Draw a throwing line 3 metres (10 feet) away from the pattern.
- Give each player five markers.
- Player 1 stands behind the throwing line and tosses five markers onto the pattern, trying to get as many points as possible.
- The player then hops on one foot from Box 1 to Box 16. The player then hops back to Box 1, trying to pick up the markers without stepping on lines or missing a square.
- Players are allowed to change feet only when they reach Box 16.
- If successful, the player receives the points tossed.
- Game ends when players reach a predetermined score.

Variation:

- For a faster, more co-operative version, have players add their points together in order to reach their goal.

Adaptations:

- For younger students, draw the inner pattern only (numbers 1-8).
- Use fewer markers.



ROPE ACTIVITIES

Beginning Games for Non-Skippers

Many young students have great difficulty skipping and often feel left out. Here are a few suggestions to start them off being successful and part of a group.

SNAKE (Grades K–3)

Equipment: one single rope (approximately 1.5 – 2 m long) for each group.

How to Play:

- Students are in groups of four or five.
- Two students, called “enders,” hold a single rope, one at each end, and wiggle it back and forth on the ground.
- Players take turns jumping (from the side) over the rope, without touching the “snake.”
- Change “enders” often.
- To prevent mishaps, make sure rope remains at ground level as it moves.

Variation:

- Use two ropes for more of a challenge.

HELICOPTER (Grades K–3)

Equipment: long rope (at least 2 – 3 m long)

How to Play:

- Players form a large circle.
- One player stands in the middle and swings the rope along the ground in a circle, while the others jump over it as it approaches their feet.
- Change turner often.

Variations:

- Tie a bean bag to the end of the rope for added weight and control.
- Have students perform different moves (jump backwards or on one foot, etc.).

Adaptation:

- Swing the rope very slowly so that players are able to step over it as it approaches.

EEVEY, IVEY (K–3)

Equipment: single rope

How to Play:

- The rope is swung back and forth gently (at floor level) as player jumps over it.
- Chant “Eevy, Ivey, Eevey, Ivey” as the player jumps back and forth over it.
- When the beat and jumping are consistent, add the word “Overhead,” swinging the rope over the player’s head, and the player attempting to jump it as it comes down.

SKIPPING (progressive) (Grades K–3)

Note: A single rope should reach as far as the student’s armpits when the student stands on it. When turning, students should keep their arms close to their sides and forearms out from their hips. Wrists should be kept loose.

- Students practise jumping without a rope, and play Helicopter and Snake to enhance their jumping ability.
- Using a single rope, students swing the rope on one side of their body as it touches the ground. They repeat this on the other side. They continue this as a figure eight.
- Students start with the rope behind their heels. The rope rotates overhead, and students stop it with their toes. They step over the rope and rotate it again.
- Students rotate the rope and stop it with their instep by lifting their feet in time. Students step over the rope and rotate it again.

TRICKS (Grades 4–8)

Equipment: one rope for each student

How to Play:

Straddles

- Students jump over the rope and land with feet together. On the next rotation, students jump over the rope and land with feet wide apart (straddle position). Repeat this pattern.
- Students can add front straddles by jumping and landing with feet spread apart (one foot in front, one behind), or a combination of straddles (side and front straddles).

Heel Toe

- Students jump over the rope onto their left foot (which carries the weight), while touching their right heel on the ground in front of them. On the next rotation, students land on their right foot, while touching their left heel in front of them. Repeat this pattern.

Crossies

- Students skip solo, their arms crossing at the elbows as the rope descends, creating a WIDE loop through which they jump. The arms remain crossed until the rope and the arms are overhead, and then they are uncrossed for the next jump. Repeat.

PARTNER SKIPPING (Grades 4-8)

Equipment Needed: single rope

How to Play:

- Using a solo rope, Partner A begins skipping. Partner B jumps into the turning rope, facing Partner A.
- At an interval, Partner B turns his/her back to Partner A. Jumping continues until Partner B chooses to run out.

Variations:

- Five or six students line up beside each other. They skip solo. (Make sure there is a safe distance between each skipper.)
- Another student (without a rope) moves down the line, jumping a few times with one partner before moving on to the next partner, and so on down the line.
- Repeat, giving everyone a turn to go down the line.

DOUBLE DUTCH (Grades 4-8)

Equipment Needed: 5 – 6 m long rope (doubled) or 2 ropes, each 3 m long

How to Play:

- “Enders: each holds onto ends of the rope(s).
- “Enders” use the same turning motion and alternate the hands inwards towards the mid-line of the body.
- Arms should not cross at the mid-line of the body.
- When learning to turn rope, “enders” can alternate touching their nose with their thumbs.
- Elbows should always be kept in when turning rope.
- The speed of the rope should be adjusted to the ability of the jumper.

Initial Jumping:

- Jumper starts by standing in the middle of the two ropes. As rope “enders” begin to turn, the jumper begins jumping.

- Jumps are quick single bounces.
- “Enders” can help by calling “jump.”
- Jumpers can also jump up and down in between the ropes, establishing a rhythm, before “enders” start turning the ropes.

Entering and Exiting:

- On entering, jumper stands next to an “ender” (holder of rope).
- Jumper enters as the back rope touches the ground.
- On jumping out, the jumper jumps towards an “ender” and exits immediately after jumping.

Variation:

- Add variety with fancy footwork, stunts, or extra equipment, like a ball or single skipping rope, while jumping.

Source: *Playground Games Resource Package* (former Toronto Board of Education)

SKIPPING TERMS

Single Dutch: 1) A jump rope suitable for one person (2.4 – 2.7 m/8 – 9 feet).
2) Skipping at a normal speed.

Double Dutch: 1) A jump rope about 4.9 – 6 m (16 – 20 feet) long, used for skipping with two ropes, or with a group of jumpers. 2) Solo skipping with a Double-Dutch rope folded in half, so that half is over the skipper’s head, and half is under the feet. 3) Group skipping, where the enders twirl two ropes simultaneously towards each other. Double Dutch always requires very fast skipping.

Dolly Dimple or Dolly Dutch: Double Dutch skipping, where the ropes are twirled away from each other.

Double Double Dutch Rope: Rope/ropes stretching about 9 m (30 feet), used by a double group of jumpers.

Enders: The two people who turn the rope for skippers. Usually a player who misses serves as an ender.

Ender First or Ender Second: The first ender is the next skipper. (**Note:** Encourage a teacher, parent, or other non-skipper to be an ender. Being first ender gives players a chance to catch their breath, when necessary.)

Salt: The slowest speed at which the rope can be turned and still jumped with a consistent rhythm.

Peppers: The fastest speed at which the enders can turn the rope.

Vinegar: More or less normal speed.

Mustard or Thyme: Slightly faster than normal speed, with the rope slapping the pavement.

Keep the Kettle Boiling: One skipper runs out of the rope, another jumps in without missing a beat. Usually the same rhyme is repeated for each skipper.

Skin, or Skinning the Cat: Skipping as fast as possible, until a miss.

Turning the Corner, or Corner: The skipper runs out, goes around the enders, and jumps back in as part of the rhyme.

Miss: When the rope is stopped – can be intentional or inadvertent, according to the rhyme. When a true “miss” occurs, the skipper usually becomes second ender. If miss is a required part of the rhyme, the skipper is usually not penalized.

SKIPPING RHYMES

Along the border between Texas and Mexico, the children jump rope and chant:

Brown as a coffee-berry
Red as a bean
That's the prettiest colour I've ever seen

Yellow as a daisy
Black as ink
That's the prettiest colour I do think

Orange as a pumpkin
Green as grass
Keep on jumping as long as you last.

A traditional British rhyme goes:

One, two, buckle my shoe
Three, four, shut the door
Five, six, pick up sticks
Seven, eight, lay them straight
Nine, ten, start again

Here is a modern Canadian chant from the poem and rhyme book *Eenie Meenie Manitoba*:

Eenie meenie Manitoba
Go and catch a Brandon cobra
If it bites you in the tum
Then you have to wave your thumb
If it bites you on the toes
Then you have to pull your nose
If it bites you on the head
Then you have to kick and cry
But if it bites you on the knee
Run to Winnipeg with me

APPLES, PEACHES, PEARS, AND PLUMS (Grades 1-6)

Apples, peaches, pears, and plums
Tell me when your birthday comes

January, February, March, ...
1, 2, 3, 4, ...

- Players run in on their birthday month and run out on the number of their birthday.

BAKER BAKER (Grades 1-6)

Baker, baker
Bake your bread
Salt
Vinegar
Mustard
PEPPERS

- On the first two lines, the rope sways slowly. Then it begins to turn faster.
- Peppers: Enders turn as fast as possible.

Note: It is important to carefully review skipping chants and rhymes. Many versions (particularly older, traditional ones) may be sexist, racist, violent, or otherwise inappropriate.

BALL ACTIVITIES AND GAMES

BOUNCY, BOUNCY (Grades K-3)

Equipment Needed: small bouncy utility/playground ball

How to Play:

- Using one ball, bounce it on the ground to keep time with the words in the rhyme below.
- The ball is bounced on words that are underlined, and at the same time, the player swings a leg over the ball.
- On the last word, the leg is swung over the ball twice in a row.

Bouncy, Bouncy, Ball-ly
I lost my sister's doll-ly
We had to go back
And follow our track
Bouncy, Bouncy, Ball-ly

- Repeat the moves, using the alternate hand and leg.

WALL BOUNCE (Grades 4-6)

Equipment Needed: small bouncy ball (e.g., tennis ball or rubber ball)

How to Play:

Draw a line in chalk about 3.3 m from the base of a wall, preferably brick, and play this way:

- For **ONESIES**, throw the ball against the wall and, standing behind the line, catch it before it hits the ground. Do this once.
- For **TWOSIES**, throw it against the wall, let it bounce once in the area between the wall and line, then catch it. Do this twice.
- For **THREESIES**, toss the ball at the wall and clap, catching it before it hits the ground. At the first throw, clap once; at the second, clap twice; at the third, clap three times. Clap before catching the ball and do not allow it to bounce.

- For FOURSIES, throw the ball up and rotate hands in front of you four times before catching hands four times around each other before catching it.
- For FIVESIES, throw the ball around and under one of your legs against the wall, then catch it before it bounces. Do this five times.
- For SIXSIES, place one hand against the wall, then throw the ball from under and around the arm, bounce it against the wall, clap your hands twice, and then catch it. Do this only once.
- For SEVENSIES, throw the ball against the wall, clap your hands once in front of you, then once behind your back, then catch the ball before it hits the ground. Do this seven times.
- For EIGHTSIES, throw the ball against the wall, clap your hands, cross your chest, before ball hits the ground, clap again, then catch the ball. Do this eight times.
- For NINESIES, throw the ball, clap, bend your knees, bring up your bent knee so you can touch your ankle, clap again, then catch the ball. Do this nine times.
- For TENSIES, bounce the ball nine times on the ground; then, as it comes up on the ninth bounce, slap it against the wall with the palm of your hand and catch it before it hits the ground. Do this only once. The first player to successfully meet all ten challenges is the winner.

SEVEN-UP (Grades 3-6) (a variation of Wall Bounce)

Equipment Needed: small bouncy ball

How to Play:

In Seven-Up, there are only seven steps rather than the ten found in Wall Bounce.

- Refer to first seven instructions in Wall Bounce directions.

Variations:

- THREESIES – Slap the ball, handball fashion, three times against the wall before catching it.
- SEVENSIES – Throw the ball, swing your body around, and return to face the wall in time to catch the ball.

WALL BALL ROUTINE (Grades 4-6)

Equipment Needed: small, bouncy ball (e.g., tennis ball)

How to Play:

- Players take turns tossing a ball against a wall while chanting and performing a variety of actions at the same time.
- The routine should follow a regular cadence.
- If the ball is dropped, the player must start over again after another player has had a turn.

CHANT	ACTION
ordinary	toss and catch ball (underhand)
moving	jump to straddle and toss and catch ball, i.e., place feet wide apart
laughing	face must be kept straight while tossing and catching
talking	touch hand to mouth while tossing and catching
one hand	toss and catch with one hand only
the other hand	toss and catch with the other hand only
one foot	stand on one foot
the other foot	stand on the other foot
clap at the front	clap before catching ball
clap at the back	clap behind the back before catching the ball
front and back	clap hands once in front and once behind while tossing and catching
back and front	reverse of above
tweedles	rotate hands forward
twyddles	rotate hands backward
curtsey	
salute	
bow	
away you go	turn around once

- When the chanting and action are completed, the whole routine is repeated in the position of the second action (i.e., feet straddled).
- Because the player cannot stand on one foot in a straddle position, the ball is bounced from behind the leg onto the wall, and caught that way.
- Repeat the whole routine with the next action (i.e., face kept straight), and so on.

TWO-BALL WALL BALL (Grades 3-6)

Equipment Needed: two small, bouncy balls (e.g., tennis balls)

How to Play:

- Beginning with a ball in each hand, players toss one ball against the wall.
- As it returns, players toss the other against the wall.
- Players alternate throwing and catching, using the two balls.
- Players throw and catch, using two hands.
- When these actions can be performed easily, players use each hand separately, tossing and catching, so that the balls are caught in the opposite hand from which they are thrown.

THREE-BALL WALL BALL (Grades 4-8)

Equipment Needed: three small, bouncy balls (e.g., tennis balls)

How to Play:

- Begin by holding two balls in the right hand and one ball in the left hand.
- Throw one ball from the right hand.
- Throw the ball from the left hand.
- Finally, throw the second ball from the right hand.
- The ball is always caught in the opposite hand from which it is thrown.

This game is only a short step from juggling, so the next progression would be to eliminate the wall and toss the balls upward.

Adaptation:

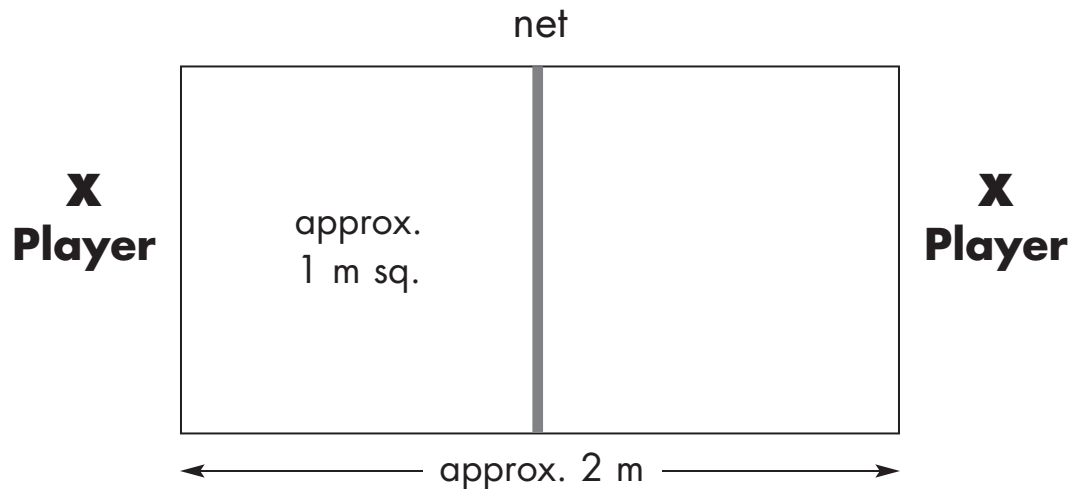
- Toss slower-moving objects (e.g., scarves, bean bags) in the air to practise the progressions before graduating to balls tossed against the wall.

BOXBALL or TWO SQUARE (Version 1) (Grades 2-8)

Equipment Needed: utility/playground bouncy ball

How to Play:

- The court is the size of two sidewalk squares; the baselines are the limits of the concrete; the joint between the two squares is the imaginary net.
- You can also use 1 m x 1 m squares.



- Players must stay out of the court.
- The server hits the ball with an open palm into the opponent's court (square).
- After a bounce, it is returned with an open-palm shot.
- A point is gained when an opponent either fails to return a shot into a player's court, misses a shot entirely, or allows the ball to bounce.
- The first player to get 21 points wins, and as in tennis, it is necessary to win by two points.

Adaptations:

- Younger players, or students with eye-hand coordination difficulties, may simply catch the ball and toss it back.
- Draw the court on pavement (size will depend on age/ability of players).

BOXBALL or TWO SQUARE (Version 2) (Grades 4-8)

Equipment Needed: paddles, sponge or tennis ball

How to Play:

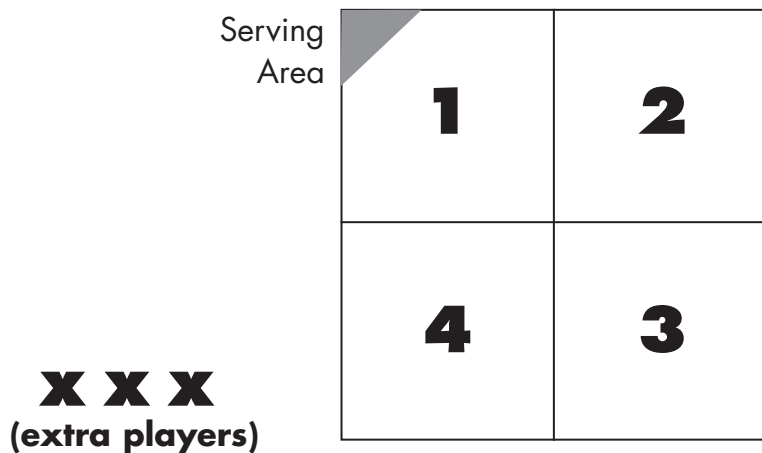
- The game can be played as a variation of table tennis.
- The floor or pavement is marked as in the diagram below.
- Using a paddle, A serves to B's court.
- B returns ball to A's court.
- Score is made if the ball does not land in the correct court.

Variation:

- The game can be made more challenging by using 2 m x 2 m squares.

FOUR SQUARE (Grades 1–8)

Four Square develops skill in ball handling and eye–hand coordination. A 2.5 m square is recommended for younger students; a 6.0 m square for older students.



Equipment Needed: ball (utility, playground, bouncy balls)

How to Play:

- The object of the game is to get to the Square 1 position. (The player in this position is often referred to as “captain.”)
- Player 1 serves the ball by dropping it to the ground and batting it underhanded with an open palm into another square from the serving area.

- The player receiving the serve must keep the ball in play by striking the ball after it has bounced once in his/her square and directing it towards another square. Play continues until a player fails to return the ball or commits a fault.
- Each time a player misses the ball, the game stops. That player moves to Square 4 (or to the end of the line outside the squares).
- Everyone else moves up one square.
- The Square 1 player resumes play with a serve.

Faults:

- Failure to return the ball to another square after it strikes in the player's area.
- Striking ball with fist or hitting it overhand.
- Causing the ball to land on a line.
- Allowing the ball to touch any part of the body other than the hands.
- Catching or carrying the ball.

Variations:

Here are the ways in which the ball can be passed. Player 1 (“captain”) decides on the method prior to the serve.

- **Highsies** Ball is bounced above waist level.
- **Lowsies** Ball is bounced below waist level.
- **Rotation** Ball is bounced clockwise or counter-clockwise around the square.
- **Under the Leg** Self-explanatory.
- **Kneesies** Ball is bounced off knees to land in another player's court.
- **Other Hand** Ball is bounced with the non-dominant hand.
- **“Starts with...”** Players must say a word that starts with the letter called (e.g., b = boat, box, baby, etc.) before striking the ball.

Adaptations:

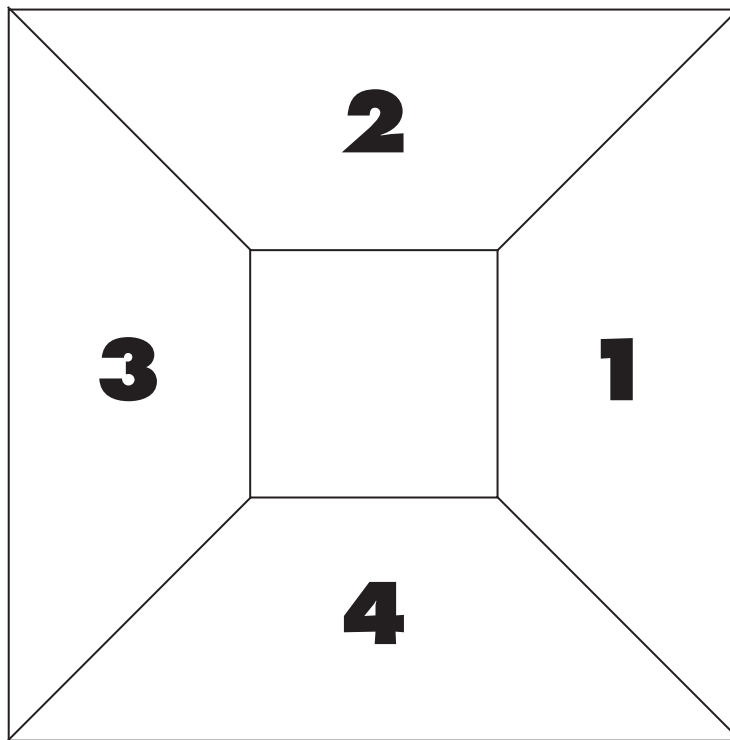
- For younger children, or students with eye–hand coordination difficulty, use larger, slower-moving utility balls.
- Permit players to catch the ball before bouncing it into another player's square.
- Instead of serving/striking the ball, players catch the ball before bouncing it into another square.
- For a greater challenge, use smaller balls and/or draw smaller squares.

CENTRE SQUARE (Grades 1-8)

Equipment Needed: ball (utility, playground, bouncy ball)

How to Play:

- This game is a variation of Four Square.
- The object of the game is to hit the ball into the centre square.
- The ball is served by player one to any of the courts.
- The ball must always bounce in the centre square before entering an opponent's court.
- Violations are the same as in Four Square, with the exception of the centre square rule.



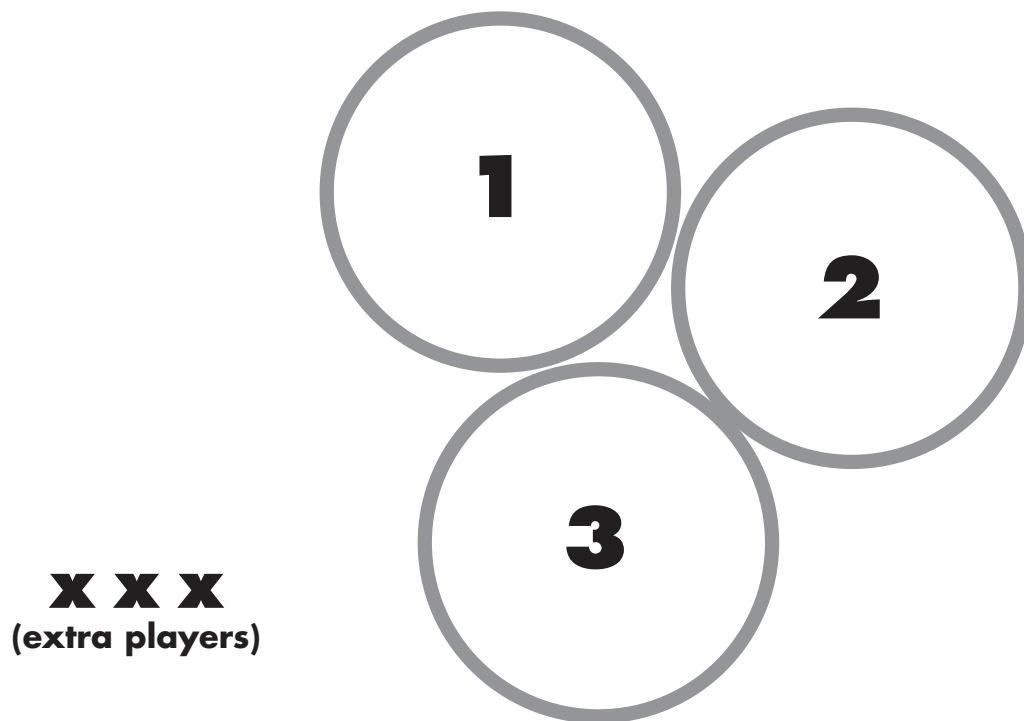
THREE CIRCLES (Grades 4-8)

Equipment Needed: playground/utility balls, hoops taped together or chalk

Players: at least 3

How to Play:

- Played as Four Square, using three hoops taped together, or else three large circles drawn on pavement.
- One player is in each hoop/circle.
- Extra players wait in a line outside #3 hoop/circle.



Adaptation:

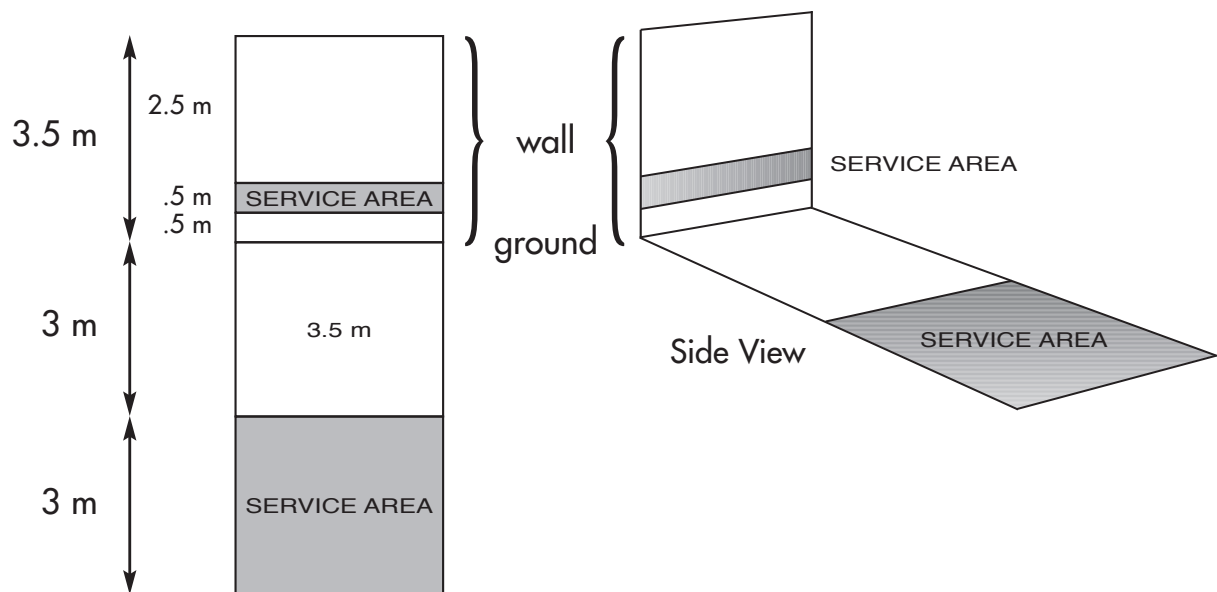
- Younger students, or those with eye-hand coordination difficulty may catch the ball first and bounce it into another hoop/circle.

REGULAR HANDBALL (Grades 4-8)

Equipment Needed: utility or tennis ball, chalk

How to Play:

- Mark wall as shown in the diagram.
- Ball is served into area between top and bottom line by tossing it.
- Ball must rebound between ground and bounce off ground before it is returned by other player anywhere on wall.
- Ball must be hit by one or two hands – underhand.
- Points are scored when ball is not hit into proper area, or if it is missed by a player, or ball bounces more than once on floor.



Variation:

- Extend the distance between the top and bottom lines.

CORNER BALL (Grades 4-8)

Equipment Needed: utility/playground ball

How to Play:

- Similar to Regular Handball, with the following change:
Ball must hit both walls in the corner and bounce off the floor before it is returned.

EIGHT-PERSON HANDBALL (Grades 4-8)

Equipment Needed: small utility ball or tennis ball

How to Play:

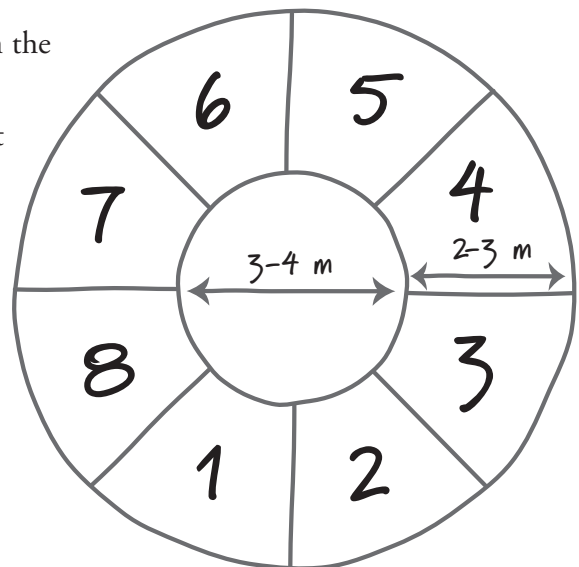
- Draw a handball court (see diagram).
- The player in the centre court begins the game by hitting the ball with an open hand so that it bounces into one of the outer courts.
- The player in that court must hit the ball back to the player in the centre court.
- The game continues with the centre court hitting the ball after a bounce, into any other court, and that court hitting it back to the centre court.
- When a violation occurs (see below), the player is either penalized by a point or replaced.
- All players then rotate one court, and the new player takes the empty court.
- If the centre court player causes the violation, one of the following three penalties may be used:
 - A penalty of one point is awarded.
 - The player moves into court 1, and all other players move along one court, with player 8 moving to the centre court.
 - The player is replaced. In that case, the player in court 8 moves into the centre court, and all the other players move along one court. A new player moves into court 1.

Violations:

- Not hitting the ball with an open hand.
- Allowing the ball to bounce more than once in the player's own section.
- Not getting the ball into the centre court. (If it lands on the centre circular line, it is still in play, and the centre court player must play it.)

Variation:

- Players may catch the ball first and bounce it into the centre court, rather than hit it back.



JUMPSIES

“Jumpsies” is the collective name for a variety of games and activities that use a length of elastic to make a rope. Rope length depends on the particular challenge. Coated elastic ropes may be purchased through physical education equipment suppliers or made from dressmakers’ elastics that vary in width. Knotting several elastics together will also work.

JUMPSIES – Version 1 (Grades K-4)

Equipment Needed: elastic rope (approximately 4 m long), with ends joined together

Players: at least 3

How to Play:

- Two players (“enders”) make two parallel lines with elastic rope around their ankles.
- They stand inside the elastic with their feet shoulder-width apart.
- Elastic is taut.
- Third player jumps the following pattern, starting with both feet between the ropes:
 - jump to the right, over one rope, and land outside with both feet
 - jump back between the ropes with both feet
 - jump on one rope with both feet
 - jump out
 - turn in the air and land inside, between the ropes
 - jump out again

JUMPSIES – Version 2 (Grades 3-6)

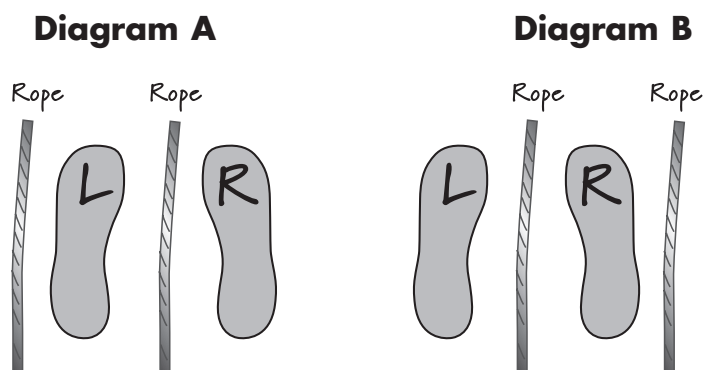
Equipment Needed: elastic rope (approximately 4 m long), with ends joined together

Players: at least 3

How to Play:

- Two players (“enders”) make two parallel lines with elastic rope around their ankles.
- They stand inside the elastic with their feet shoulder-width apart.
- Elastic is taut.

- Third player stands sideways to the ropes, facing one ender.
- Jump up and put the left foot between the ropes; the right foot is placed outside the ropes. (See diagram A.)
- Jump up with both feet, the left foot jumping over the left rope and landing outside the rope, and the right foot lands between the ropes. (See diagram B.)
- Repeat three more times, for a total of four jumps (“side to side, to side to side”).
- “Enders” move the rope up to knee level, and pattern is repeated.
- “Enders” continue to increase the height (thighs, hips, waist, and so on).
- Change “enders” often.



JUMPSIES – Version 3 (Grades 4-8)

Equipment Needed: elastic rope (approximately 4 m long), with ends joined together

Players: at least 3

How to Play:

- Two players (“enders”) make two parallel lines with elastic rope around their ankles.
- They stand inside the elastic with their feet shoulder-width apart.
- Elastic is taut.
- Third player jumps the following pattern, starting by standing sideways, on both feet, outside the elastic rope:
 - jump over the first rope and land inside, between the two ropes on both feet
 - face the “ender”
 - jump out over the second rope and land on both feet
 - jump in over the second rope and land on both feet
 - jump and land on both ropes, trapping them on the ground

- jump to the right and land with one foot inside the rope and one outside the rope
- jump and land with both feet on one rope
- jump and land with both feet on the second elastic
- jump out
- Repeat the above from the opposite side.
- “Enders” move the rope up to knee level, and pattern is repeated.
- “Enders” increase the height (thighs, hips, waist, and so on).
- Change “enders” often.

Variations:

- Students create their own jumping patterns and demonstrate them to classmates.
- Other students attempt to copy the patterns.

YOGI (HIGH JUMPS) (Grades 4-8)

Equipment Needed: single elastic rope, approximately 2 – 3 m long

Players: at least 3

How to Play:

- “Enders” hold the elastic rope at knee level.
- Players try to jump over the elastic.
- Rope is raised (thighs, hips, waist, armpits, and so on), and jumps are attempted.
- Players are allowed to touch the rope and may hook one foot over it to bring it down far enough to get over it.
- Change “enders” often.

Variations:

- Designate “no touching” levels which a player must “clear” when jumping.
- Player forfeits a turn if the rope is touched at these levels.
- Allow players to use hand to lower elastic when jumping at a high level.

Adaptations:

- Playing on grass lowers the risk of scrapes or pavement “burns” especially if the rope is raised to a high level.
- Restrict the height of the rope (e.g., up to waist level only).

APPENDICES

RECIPE FOR SIDEWALK CHALK

The following recipe makes one piece of sidewalk chalk. It is a fun activity to do with your class.

Equipment Needed:

1 toilet tissue cardboard tube	wax paper
plastic container for mixing ingredients	duct tape

Ingredients:

1/4 cup warm water	1 1/2 cups plaster of Paris
2 - 3 tablespoons powdered tempera water-based paint	

Directions:

- Close up one end of the tissue tube with duct tape.
- Place a loosely rolled piece of wax paper inside the tube to create a liner (this keeps the plaster from sticking to the cardboard tube).
- Pour the water into your plastic container.
- Slowly sprinkle the plaster of Paris into the water until the plaster no longer dissolves. Stir.
- Mix in 2 or 3 tablespoons of the tempera paint. Mix.
- Stand the tissue tube up with the sealed end on a level surface.
- Pour the plaster mixture into the tube. Tap the sides of the tube to release air bubbles.
- Depending on the humidity, it may take one or two days for the mixture to dry completely.
- When the mixture is fully dry, slowly tear off the cardboard.
- Start drawing!

SUGGESTED EQUIPMENT

Here are some ideas for equipment that could go into a playground bag. Ideally, every class should have its own bag, with the students deciding on what should go into it; however, as a start, or if funds are limited, classes could share a bag and its contents.

Families could support and supplement this program by donating used items that are still in good condition, that could be added to the bag.

Grades K-3:

- Skipping ropes (varying lengths, single and double)
- Playground/utility/Four Square balls (various sizes – larger balls for younger students)
- Sponge balls (red/white/blue)
- Tennis balls
- Hoops
- Footballs (“Nerf”-like)
- Soccer balls (“Nerf”-like)
- Beach balls
- Foam/soft Frisbees
- Elastic Jumpsies ropes
- Sidewalk chalk
- Mesh bag (approx. 1 m x .75 m)

Grades 4-6:

- Skipping ropes (varying lengths, single and double)
- Soccer balls (both soft and regular, junior size)
- Basketballs (junior size)
- Footballs (“Nerf”-like)
- Frisbees (soft and regular)
- Sponge balls
- Playground/utility/Four Square balls (a variety of sizes)
- Tennis balls
- Elastic Jumpsies ropes
- Sidewalk chalk
- Mesh bag (approx. 1 m x .75 m)

Grades 7/8:

- Skipping ropes (varying lengths, single and double)
- Soccer balls (both soft and regular, official size)
- Basketballs (official size)
- Footballs (intermediate size)
- Frisbees (regular)
- Playground/utility/Four Square balls (a variety of sizes)
- Tennis balls
- Sidewalk chalk
- Mesh bag (approx. 1 m x .75 m)

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