

# Recreation Therapy

## Building Skills Through Recreation and Leisure

### Hopscotch

#### Grade Level:

1st-5th

#### Materials:

Chalk or Painters tape  
Bean bag / any substitute place marker

#### Targeted Skills:

reciprocal interactions, gross motor skills  
(balancing/hopping); assisting student with waiting their  
turn, imitating, gross motor skills (balance, hopping)

### Directions:

#### Starter Activity:

- Have student jump up in down in place with two feet 5 times
- Have student jump on right foot in place 5 times
- Have student jump on left foot in place 5 times

#### Main Activity:

Draw or place painters tape to mark Hopscotch course (Make sure to draw squares big enough for your foot)  
Label the squares numbered 1-10

1. Player throws the bean bag onto square 1.
2. The player then jumps over square 1 (where there bean bag is) and jumps through the rest of the Hopscotch court making sure their feet do not touch the lines.
3. When the player gets to number 10, they turn around and go back towards number 1.
4. The player then pauses on number 2 and picks up their bean bag.
5. It is then the next players turn and they repeat the same process (if there are multiple players)
6. When it gets back to the first players turn, they then throw their bean bag onto square 2 and continue the game as before, making sure to jump over square 2.
7. The game is won by whoever gets to square 10 with their bean bag first.
8. A player is out if they touch the lines with their feet or if they throw their bean bag and miss the square they are aiming for and it is just the next players turn.



# Recreation Therapy

## Building Skills Through Recreation and Leisure

### Recreation and Leisure Pictionary

#### Grade Level:

3rd-8th

#### Materials:

White board and marker (or paper and pen/pencil)  
Timer

#### Targeted Skills:

Exploring limited interest and skills

### Directions:

#### Starter Activity:

Print out the pictionary sheet and cut out each activity. Set a side placing the cut out challenge cards facing down.

#### Main Activity:

Number of players: 4+

1. Get into 2 teams and decide who go first (optional - do rock, paper, scissors. Winner goes first)
2. The team that goes first will pick one of the challenge cards (do not show to anyone) and draw for their teammate to guess.
3. Set the timer to 2 minutes from the start of drawing (drawings only, no words or numbers) and their teammate(s) has to guess the name of the activity. To receive one point, their team must guess the correct answer before the timer goes off.
4. Take turns with both teams until the challenge cards ran out and the team with the most point wins.

\*Other ways to modified or adjust challenge level:



















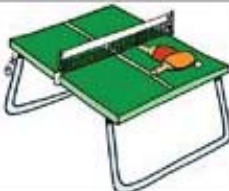




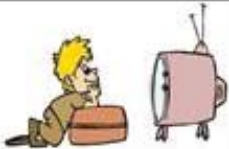











#### Reflection Questions:

What activity was the easiest to draw?

What activities/sports are you interested in playing?

What activities/sports are you currently engage in?

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Cycling	Football soccer	tennis	Horse riding	running
				
dancing	Going to the cinema	swimming	basketball	volleyball
				
skiing	rugby	gardening	painting	windsurfing
				
sunbathing	reading	cooking	Table tennis	Playing games
				
Taking photos	Doing DIY jobs	Playing dice or cards	Watching TV	sailing
				
Listening to music	Playing baseball/cricket	hiking	playing the piano	skateboarding skating
				
Going to the funfair	fishing	Stamp collecting	Going shopping	Playing badminton

# Recreation Therapy

## Building Skills Through Recreation and Leisure

### Mystery Box Guessing Game!

#### Grade Level:

Pre-School/Kinder

#### Targeted Skills:

Exploring new interests, playing with toys/objects functionally/for their intended use.

#### Materials:

- Cardboard Box (scissors to cut a square/hole in box large enough for the student's hand to fit in, but cannot see what is inside)
- Any items/toys around the house! For example: Legos, a ball, playdough, toy characters, trains/cars, blocks, etc

#### Directions:

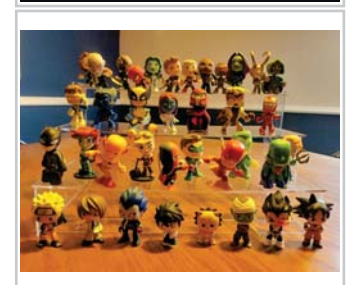
1. Put an item (Legos, stuffed animals, crayons, figurines for example) inside a box without the student seeing what it is.
2. Allow the student to reach a hand in through a hole in the box-No peeking! Encourage them to touch and move the item in their hands.
3. Have the student identify what the item is. This is a fun mystery/guessing game!
4. When the student has identified the item, take it out and play with the item.
5. Depending on your student and the item, either set a timer for time allotted to play with the item (Okay, we are going to play cars for three minutes!), or depending on the item use it as an opportunity to practice turn taking. (Example: We are going to each take 2 turns passing the ball.)
6. Repeat steps 1-5 with a new item! For a student that has difficulty straying from preferred items, take turns using a preferred item, then using a non preferred item. (For example, if Johnny really likes to play with toy cars, but does not like Legos, I might first put the toy cars in the box, then Legos, then another preferred activity next.)

#### \*Other ways to modified or adjust challenge level:

If you don't have a box you can use use a bag that is not see through (encourage student to close their eyes when they reach in)

-Increase time and amount of turns to increase the student's ability to sustain participation in a non-preferred activity.

-For a student that may be non-verbal, pull up pictures on your phone or print pictures of the items you selected to put in the box so that they can point to the picture of the item they think is in the box.



# Recreation Therapy

## Building Skills Through Recreation and Leisure

### LEISURE EDUCATION

Grade Level:  
9-12, CTC

Materials:

1. Calendar template printout provided below  
(you can use a calendar or planner/agenda book just laying around your house)

2. Pens, markers, or pencils (it's your preference)

Optional: any additional supplies you would use to decorate your calendar (stickers, glue, scissors, pictures, etc)

Targeted Skills:

Help develop time management skills  
Increase independence and accountability  
Spark interest in events and holidays

## Directions:

With quarantine, it is easy to lose track of time. To get back on track, why not create a fun calendar to remind you what day it is.

**Step 1: Collect important dates**

Google any fun holidays of the month (fun holidays are listed on the next page).

Create a list of birthdays, anniversaries, or any other notable dates that are important to you for each month.

Create another list of any appointments, meetings, meet ups, deadlines, or due dates you may have.

**Step 2: Write in the date details in the corresponding date boxes.**

For example, Earth day is April 22nd. So you would write in "Earth day" in the calendar box of April with a number 22 in the corner.

**Step 3 (optional): Decorate!**

Utilize anything around your house (stickers, markers, crayons, glue, paper, etc).

**Debriefing Discussion:**

Why is it important to keep a calendar?

What benefits come with keeping a calendar?

\*build time management habits

\*prioritizing activities and commitments

\*develop routines

\*encourages goal setting

\*reduce anxiety



#### List of Holidays

##### APRIL

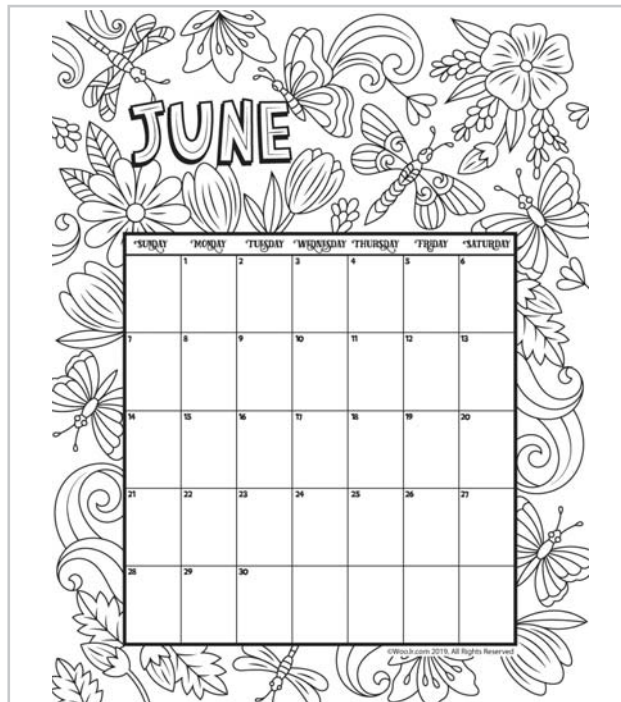
- 4/16 National High Five Day
- 4/17 National Haiku Day
- 4/19 Bicycle Day
- 4/21 World Creativity and Innovation Day
- 4/22 Earth day
- 4/23 Spanish Language Day
- 4/24 Arbor Day
- 4/26 National Pretzel Day
- 4/28 World Day for Safety and Health at Work
- 4/29 International Dance Day
- 4/30 International Jazz Day

##### MAY

- 5/2 Comic book day & Kentucky Derby Day
- 5/3 World Day of Laughter day
- 5/4 Star Wars Day
- 5/5 Cinco de Mayo
- 5/6 National Nurses day
- 5/10 Mother's day
- 5/15 National chocolate chip day & Endangered species day
- 5/16 Day of living together in peace
- 5/20 National rescue dog day
- 5/21 Red nose day
- 5/22 World goth day
- 5/24 National brother day
- 5/25 Memorial day & towel day
- 5/28 National burger day

##### JUNE

- 6/3 Global running day & CMT awards
- 6/4 National cheese day
- 6/5 National donut day
- 6/7 National chocolate ice cream day
- 6/8 National best friend day & World ocean's day
- 6/12 Philippines Independence day



# Recreation Therapy

## Building Skills Through Recreation and Leisure

### Leisure Skills Collage

#### Grade Level:

9th through 12th grade or similar developmental level

#### Targeted Skills:

Exploring Interests/ Functional Leisure Routines/ Leisure Education

#### Materials:

1. Print out of activity sheet or blank sheet of paper (to draw on or paste pictures on if you can not print).
2. Magazines
3. Glue
4. Pencil (can also use of colored pencils, crayons, and/ or markers for creativity)
5. Scissors

#### Directions:

Participation in leisure activities have so many benefits. They help us to learn new skills, explore interests and express our emotions and cope with difficult feelings. Have you ever danced for joy? Or, doodled and colored to feel less stressed and more calm? Hiked to relieve stress. Then you are using leisure as a tool to express yourself and as a coping tool! Games, nature, places to visit, arts or crafts, music, volunteering, technology, science...the options are many!

1. Cut or tear out pictures from magazines and paste on the spaces below to make a collage. Look for different pictures that represent leisure and recreation interests.
2. Draw pictures if you can't find any in magazines.
3. When finished, students and other family members can share their completed collage with the rest of the group.

You can also go over the following discussion questions at the end:

1. What was the purpose of this activity?
2. What did you learn from doing this activity?
3. What activities from your collage are you most interested in doing?
4. What does your collage say about who you are?
5. How do you feel when you do activities that are on your collage?
6. When do you plan to do some of these activities?
7. What are the benefits of doing these activities?
8. Did you put any activities on your collage that you do not do?
9. Which pictures best represent who you are?





Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Leisure Skills Collage**

**Directions:** *Cut or tear out pictures from magazines and paste on the spaces below to make a collage. Draw pictures if you can't find any in magazines.*

Activity that I like to do by myself.	Activity that I like to do with my family.	Activity that I like to do with my friends.
Activity that I like to do during the summer.	Activity that I like to do during the winter.	Activity that I like to do indoors.
Activity that I like to do outdoors.	Activity that I like to do on a rainy day.	Activity that I like to do anytime.
Activity that I like to do on holidays.	Activity that I like to do during the spring.	Activity that I like to do during the autumn.

# Building Skills Through Recreation and Leisure

**Activity Name:** Leisure Skills Collage

**Level/Grade:** Middle School/High School

- Performance area:**
- Activity Skill Instruction
  - Coping/Navigating Emotions
  - Exploring Interests/ Functional Leisure Routines
  - Games Reinforce Academic Skills
  - Joint Attention
  - Leisure Education
  - Perspective Taking/Social Cognition
  - Reciprocal Interactions

**For students who have difficulties with:** identifying leisure activities they can participate in.  
**This activity will support student by:** increasing awareness of the different types of activities.

**Materials:**

One copy of activity found on next page, magazines, glue, and scissors for each participant.

**Starter Activity:**

Explain purpose of activity. Pass out the supplies.

**Activity Description:**

-Cut or tear out pictures from magazines and paste on the spaces below to make a collage.

**\*Other ways to modified or adjust challenge level:**

- Draw pictures if you can't find any in magazines or print from internet.
- If there is no access to a printer, to print out collage sheet. You can use a ruler and draw 12 boxes on paper. And write down the leisure activity descriptions inside each box.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Activity: L-7

**Leisure Skills Collage**

**Directions:** *Cut or tear out pictures from magazines and paste on the spaces below to make a collage. Draw pictures if you can't find any in magazines.*

Activity that I like to do by myself.	Activity that I like to do with my family.	Activity that I like to do with my friends.
Activity that I like to do during the summer.	Activity that I like to do during the winter.	Activity that I like to do indoors.
Activity that I like to do outdoors.	Activity that I like to do on a rainy day.	Activity that I like to do anytime.
Activity that I like to do on holidays.	Activity that I like to do during the spring.	Activity that I like to do during the autumn.

# Building Skills Through Recreation and Leisure

**Activity Name:** Trash (card game)

**Level/Grade:** 5TH-12TH

**Performance area:**

<input checked="" type="checkbox"/>	<b>Activity Skill Instruction</b>
<input type="checkbox"/>	<b>Coping/Navigating Emotions</b>
<input type="checkbox"/>	<b>Exploring Interests/ Functional Leisure Routines</b>
<input type="checkbox"/>	<b>Games Reinforce Academic Skills</b>
<input type="checkbox"/>	<b>Joint Attention</b>
<input checked="" type="checkbox"/>	<b>Leisure Education</b>
<input type="checkbox"/>	<b>Perspective Taking/Social Cognition</b>
<input type="checkbox"/>	<b>Reciprocal Interactions</b>

**For students who have difficulties with:** Developing interests that help them engage socially with their peers.

**This activity will support student by:** Teaching them a social recreational activity that they can easily do with friends in any environment

## Materials:

Playing cards

## Starter Activity:

Review the components of a card games: What is a deck?, What do you call it when you mix all the cards up? What does it mean to deal? What do you call the person that deals the cards? What is a hand? What is clockwise? What is 'face down' and 'face up'? What is a stock pile? What is a discard pile?

## Activity Description:

This American children's game for two or more players is also sometimes known as Garbage or Ten, but as both these names are also used for other card games, we call it here by its commonest name Trash.

The aim is to be the first to complete a layout, initially of ten cards Ace to Ten, and although there are occasional decisions to be made it is essentially a game of pure luck.

### PLAYERS AND CARDS

2 players use a standard international 52 card deck. With more players, more decks can be added to avoid running out of cards. For example 3 or 4 players can use 2 decks shuffled together, 5 or 6 players use 3 decks and so on. During the game Aces count as one, cards 2 to 10 have their face values, Jacks are wild, and Queens and Kings automatically end the player's turn. The turn to play passes clockwise.

### THE DEAL

The cards are shuffled and each player is dealt a layout of 10 face down cards in two rows of 5 in front of them. Players are not allowed to look at their cards. The remaining deck is stacked face down in the middle to form a stock pile.

The aim of the game is to be the first to fill your layout with face up cards from Ace to Ten in the correct positions as indicated.

### THE PLAY

The first player draws from the stock. If it's a pip card A-10, the player places that card in its correct location in the layout (the top left card is the 1-Ace position, etc.). To do this, the player must remove the face down card that is occupying that location and turn it face up. This card, in turn, is placed in its appropriate location, if available, displacing the face down card that was there. This continues until the player finds a card that cannot be placed - a Queen or a King or a number card whose location is already occupied by a face up card with that number. The player must then discard the unplayable card, placing it face up on the table next to the stock pile to begin a discard pile, and the turn to play passes to the next player.

Subsequent players begin their turns by drawing either the top card of the face down stock pile or the top card of the discard pile (the card discarded by the previous player). In practice a player will always choose the top card of the discard pile if it corresponds to an available location in their layout. They then place their card face up in the correct location in their layout, if available, displacing the card that was there to its own location, and continue until they find an unplayable card, which they add to the top of the discard pile to end their turn.

Since Jacks are wild, a Jack can be placed face up in any location containing a face down card, displacing the card that was there. Also a pip card whose correct location currently contains a face up Jack can be placed in that location displacing the Jack, which can then be moved to any other location with a face down card, displacing the card that was there. A Jack might have been placed in the Two-slot, for example. If the player draws or turns up a Two, the Jack can be moved to another slot and become a Seven, for example, so that the Two card can now be played in the Two-slot.

It is very unlikely that the face down stock pile will run out before anyone completes their layout, but it is theoretically possible if there are more than two players and the draws are very unlucky. If this should happen, the cards of the discard pile, apart from its top card which is left in place, are shuffled to make a new stock pile.

### OPTIONAL Subsequent Hands and Winning

The winner of the hand is the first player to complete their layout by having an appropriate face-up card in each location.

The cards are then shuffled and redealt, but the winner of the hand has one fewer card in their layout. After winning one hand a player only has locations A-9 and Tens become unplayable for them. A player who has won twice only has locations A-8, and so on. The winner of each hand plays first in the next hand. The game continues until a player has only one location and wins the hand by filling it with an Ace or Jack. This player wins the whole game.

## \*Other ways to modified or adjust challenge level:

For a shorter game, it can be agreed that the winner is the first to reduce their layout to a particular number of locations, for example the first player to achieve a 6-card layout wins.

Alternatively players may agree to play a fixed number of deals or for a fixed period of time, after which the player with the smallest layout wins.

Some play that the turn to play first in a hand rotates clockwise rather than passing to the winner of the previous hand.

Some play with a different wild card - for example Kings are wild and Jacks and Queens are unplayable. Some add Jokers as additional wild cards.

Some play with all picture cards wild. In that case the only unplayable cards are numbers that you already have on your layout or that are larger than the largest numbered spot remaining on your layout.

Inge M reports two variants that give the loser(s) of a hand an extra chance to reduce their layouts:

At the end of a hand the player(s) other than the winner turn up the remaining face down cards in their layouts. If it turns out that a player happens to have all these cards already in their correct places then they also reduce their layout by one for the next deal. In addition to the above, in a two-player game, at the end of a hand the loser, before turning up their cards, has three "free" draws in which to attempt to complete their layout. It seems to me that this will result in a large number of deals where both players complete their layouts, but maybe with some players this is the desired result.

# Building Skills Through Recreation and Leisure

**Activity Name:** Leisure Education

**Level/Grade:** 5-7

- Performance area:**
- Activity Skill Instruction
  - Coping/Navigating Emotions
  - Exploring Interests/ Functional Leisure Routines
  - Games Reinforce Academic Skills
  - Joint Attention
  - Leisure Education
  - Perspective Taking/Social Cognition
  - Reciprocal Interactions

**For students who have difficulties with:** using free time, limited leisure interests

**This activity will support student by:** increasing knowledge of recreation and leisure activities

**Materials:**

Paper and pen or pencil

**Starter Activity:**

Each participant will have their own paper and pencil. Start by writing down the alphabets on the paper going down (each letter on a line)

**Activity Description:**

1. To start, each participant will write a leisure or recreation activity that start with each alphabet.
2. After 5 minutes, have the participants go back and write as many activities/games on for each alphabet.
3. When finished, have each participants share their answers.
4. Ask them to name 3-5 activities that they can locate in their school and community.

**\*Other ways to modified or adjust challenge level:**

Set a timer, whoever has the most activities written down wins.