



## **i** WHAT IS IT?

One way for students to build and practice their self-regulation skills is through the use of games. Games that incorporate self-regulation require students to control and manage their behavior by following directions, remembering rules, inhibiting behavior, and/or taking turns. Keep the following in mind when playing games with the intent of promoting self-regulation:

- Rather than leading the activity yourself, encourage/choose students to lead as much as possible.
- Instead of having students discontinue the activity when they would typically be “out,” give a light consequence instead (e.g., 5 jumping jacks) so that they can continue playing.

### Suggested Games

<b>Red Light, Green Light</b>	The goal is to get from a designated starting line to a designated finish line. When the leader says “Green Light” everyone can walk towards the finish line, but when the leader says “Red Light” students must freeze. If students are still moving when the leader says “Red Light,” they must go back to the starting line. Start a new round when all or most students make it across the finish line. For additional challenge, include “Yellow Light” where students must walk very slowly.
<b>Simon Says</b>	Choose one student to be the leader or “Simon.” The rest must follow the leader’s direction when s/he says “Simon Says” before the giving direction. If someone follows the leader’s direction when s/he does <i>not</i> first say “Simon Says,” give a light consequence. The leader can call a variety of directions (e.g., touch nose; stretch to the sky; run in place; jump 5 times; skip high; make animal noises).
<b>Freeze Dance</b>	Play music. When you stop the music, students must freeze in whatever pose they end in. If someone is still moving/doesn’t freeze, give a light consequence. For additional challenge, have students dance quickly when playing a fast song, or slowly when playing a slow song. After they get the hang of it, mix up the songs.
<b>Hula Hoops and Bells</b>	Set up a hula hoop course (e.g., hang, prop, or hold hula hoops) with bells attached. Challenge students to take turns moving through the hula hoop without ringing the bells (e.g., crawl through like a tunnel, step in or out when holding horizontal, throw a ball through).
<b>Conduct an Orchestra</b>	Have every student select a musical instrument. Choose a leader or “conductor” to wave a stick/baton to conduct the class. When the conductor waves the baton, students play their instruments. When s/he puts the baton down, students must stop. For additional challenge, have students play their instruments quickly when the baton moves quickly, and slowly when the baton moves slowly.
<b>Balance Beams</b>	Have students take turns walking on a balance beam.
<b>Fast/Slow</b>	Have students choose a movement that corresponds to the tempo of the music being played (e.g., fast music = skip; slow music = tiptoe). Play music with varying tempos. For additional challenge, have students do the opposite of the tempo (e.g., fast music = tiptoe).
<b>Yoga</b>	Lead or choose a student to lead the class in doing yoga poses: <ul style="list-style-type: none"> <li>• Focus on animal poses (e.g., downward dog, crane pose, frog pose, donkey pose, cat pose)</li> <li>• Imitate nature poses (e.g., star pose, sunshine pose, tree pose, airplane pose).</li> </ul>
<b>Head Toes Knees Shoulders</b>	Begin by having students point to their head, shoulders, knees, and toes. Have them touch each body part in a variety of sequences to get accustomed to the game. Then have students point to incongruent body parts. For example, tell students “when I say to touch your head, touch your TOES!” or “When I say touch your shoulders, touch your KNEES!” Feel free to add other body parts.