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RECR 120-01

4 November, 2019

**Activity Analysis Form**

**RECR 120**

Adapted from Stumbo & Peterson (2004) and Anderson & Heyne (2012)

**Activity: Kickball**

**PHYSICAL ASPECTS**

1. What is the primary body position required?

\_\_\_Lying Down \_\_ Sitting \_\_\_Other:\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_Kneeling X. Standing

1. What body parts are required?

X. Arms X. Legs

X. Hands X. Feet

X. Head X. Neck

1. What types of movement does the activity require?

X. Bending Reaching X. Catching \_\_\_Skipping/Hopping

Stretching X. Throwing X. Grasping X. Standing

X. Walking X. Running \_\_\_Hitting \_\_\_Other:\_\_\_\_\_\_\_\_\_

1. What are the primary senses required for this activity?

X. Sight X. Hearing \_\_\_Smell \_\_\_Taste

X. Touch

1. How much of the following aspects are required for the activity?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None** | **Little**  **(Less than 25%)** | **Some**  **(25-75%)** | **Much**  **(More than 75%)** |
| **Coordination between body parts & movements** |  |  |  | X |
| **Hand-Eye Coordination** |  |  |  | X |
| **Body Strength** |  |  | X |  |
| **Speed** |  |  | X |  |
| **Endurance** |  |  | X |  |
| **Flexibility** |  |  | X |  |
| **Fine motor manipulation of objects** |  |  | X |  |
| **Gross Motor skill** |  |  |  | X |
| **Degree of cardiovascular activity involved** |  |  | X |  |

**SOCIAL ASPECTS**

1. What is the primary social interactional pattern required in the activity?

\_\_\_\_ Intraindividual \_\_\_Extraindividual Interindividual

\_\_\_\_Unilateral \_\_\_Multilateral Intragroup

\_X \_Intergroup

1. What is the minimum (fewest) number or maximum (greatest) number of people required for the activity?

6. Minimum 16. Maximum

1. What attire (ex. clothing) is needed to be socially appropriate? Casual/Athletic

1. What are the types of rewards involved in this activity?

X. Immediate X. Delayed X. Extrinsic X. Intrinsic

1. How much of the following aspects are required for the activity?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None** | **Little**  **(Less than 25%)** | **Some**  **(25-75%)** | **Much**  **(More than 75%)** |
| **Physical proximity between participants** |  |  | X |  |
| **Physical contact between players** |  |  | X |  |
| **Opportunity for casual conversation** |  |  | X |  |
| **Opportunity for sharing** |  |  | X |  |
| **Turn-taking** |  |  |  | X |
| **Noise level generated by activity** |  |  |  | X |

**COGNITIVE ASPECTS**

1. How many rules are there for the game/activity?8.

1. How complex are the rules to understand?

\_\_\_\_Simple X. Somewhat complex \_\_\_\_Complex

1. How complex is it to keep score?

\_\_\_\_Simple X. Somewhat complex \_\_\_\_Complex

1. How much of the following aspects are required for the activity?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None** | **Little**  **(Less than 25%)** | **Some**  **(25-75%)** | **Much**  **(More than 75%)** |
| **Complexity of thought processes (strategy, sequencing, matching, decision-making, problem-solving, planning)** |  |  | X |  |
| **Long-term memory** |  |  | X |  |
|  | **None** | **Little**  **(Less than 25%)** | **Some**  **(25-75%)** | **Much**  **(More than 75%)** |
| **Short-term memory (immediate recall)** |  |  | X |  |
| **Concentration** |  |  |  | X |
| **Academic Skills - Reading** |  | X |  |  |
| **Academic Skills - Math** |  | X |  |  |
| **Academic Skills - Writing** | X |  |  |  |
| **Identification of directionality (up/down, left/right, over/under, etc.)** |  |  |  | X |
| **Identification of numbers** |  | X |  |  |
| **Identification of body parts** |  |  | X |  |
| **Identification of colors** |  |  | X |  |
| **Identification of form & shape** |  |  | X |  |
| **Orientation to person, place, and time** |  |  |  | X |

**EMOTIONAL / AFFECTIVE ASPECTS**

1. Emotions the activity may most likely elicit:

X. Joy \_\_\_Gratitude \_\_\_Serenity X. Hope X. Pride

X. Amusement \_\_\_Inspiration \_\_\_Love X. Guilt \_\_\_Pain

X. Anger \_\_\_Fear X. Frustration

1. Identify the level of emotional aspects below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None** | **Little**  **(Less than 25%)** | **Some**  **(25-75%)** | **Much**  **(More than 75%)** |
| **Opportunities to express emotions** |  |  |  | X |
| **Need to control emotions**  **Identify the emotions:**  **Frustration, Joy, and Pride** |  |  | X |  |

**SPIRITUAL ASPECTS**

1. Check off if the opportunity is available during the activity:

X Opportunity for reflection . Quiet spaces can be built into activity

X. Opportunities for aesthetic appreciation \_X\_\_\_Proximity to nature

X. Opportunity to share beliefs and values with others

**LEADERSHIP & ADMINISTRATIVE ASPECTS**

1. What type of leadership style is required for the activity?

\_\_\_\_specific activity skill expertise X. Supervisory

X. General activity skill expertise \_\_\_No specific leadership style needed

1. List equipment needed:

Ball, Area to run, and Bases

1. What type of facility or environment is required for the activity?

An open area to run to bases

1. What is the duration of the activity?

\_\_\_Set time X. Natural end \_\_\_Continuous

**Activity Analysis: Kickball**

**Description:**

Kickball is a leisure activity that involves concentration and physical activity. It is a group activity where interaction with other players is present. To be able to play the game of Kickball, there has to be an open area of space to be able to run to bases and to kick the ball. There should be 9-12 players in total on the field at a time. The items used for this game are bases to run on, a ball, tennis shoes (preferably to help with stabilization and physical activity), and comfortable, flexible clothing. The goal of the game is to be able to interact with players but also to see who can get the most runs around the bases; the team with the most runs wins. First, the “pitcher” will roll the ball to the player that is up to base on the opposite team. Then, the player kicking will attempt to kick the ball; once that is done, the player that kicked will begin to run to the bases in order to see how far they can go. The opposing team will attempt to catch the ball and throw it at the player running around the bases to try and get them out. That will continue to happen until 2 players get out and then they will switch who gets to kick. They continue to do this until they have played 7 innings or for an hour, whichever comes first.

**Precautions/Safety Issues:**

Some precautions could be made if a player has an injury prior to the game. Kicking may be difficult, so may rolling and catching. There should be no tackling or punting, this will prevent anyone from getting seriously injured. Though, people should be aware that tripping may occur and pulling of any muscles. Stretching prior to the game is extremely beneficial and will prevent serious injuries from occurring.

**Special Considerations:**

This game is for people ages 6 and up. Anyone under the age of four may struggle to understand the rules of the game, more injuries also may result by not knowing the rules. People who are blind may also have difficulty playing this game because of the physical activity required, unless adaptations are made.

**Demands:**

Kickball is a mixture of cognitive, physical, social, and emotional. It is cognitive because it focuses on what base the individual has to go to next and if they have enough time to make it to the next one. Also, it takes judgement for when the ball is coming towards the person to when they have to kick. That also relates to physical as well, kicking the ball and running are a main activity in the game. As for social, the person has to talk to their teammates to see when the person should run, how they should kick/roll the ball, and if they can catch the ball. Finally, emotions are major, they are something a person has to control during the game so it doesn’t get too intense. If a person shows too much frustration or joy, it may affect the other team and how they decide to play against the team.

**Adaptations:**

If someone is having a difficult time understanding the rules of the game, a recreational therapist could help by being their buddy and guiding them throughout the game. That way, the individual will be able to play the game by themselves while also getting the help that they need. It will still give them the sense of choice and independence while being able to play correctly.

If the individual playing uses a wheelchair, the game could be played indoors in a large gym-like area. Normally, the game is played on a baseball field; by playing it indoors, it will give a smoother surface to go on. Also, the bases should be flat so an individual who uses a wheelchair will be able to smoothly go over it without any struggle. In addition to that, the individuals could be given a hockey stick to be able to hit the ball.

If the individual playing has a visual impairment, an adaptation that could be made would be to have beepers on all the bases and the balls to be able to know how far away they are at all times. Also, the ball could be brightly colored, so it is easier to see. The bases should be vertically larger, so people will know where they are instead of guessing where to step. And finally, let a buddy push the individual in their wheelchair if they would prefer that.

**Sources:** [**https://www.memphis.edu/cris/pdfs/kickball.pdf**](https://www.memphis.edu/cris/pdfs/kickball.pdf)