**Activity Analysis of Freeze Tag**

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**Therapeutic Recreation: Professional Practicum I**

**Activity Analysis: Freeze Tag**

Description:

Freeze tag is a game that is enjoyed by people of all ages located all over the world. People play it to have a fun time with their friends and to get physical activity included for the day. In order to play freeze tag, there needs to be a group of at least six people. They should play in an open space, such as a school gym, or outdoors. To play freeze tag, there needs to be a group of people and one person will be “It.” The person who is “It” will tag the players running, and if tagged, the player will freeze in place and have to be touched by another player to become unfrozen. The game will end when there is nobody else for the person who is “It” to tag.

Precautions/ Safety Issues:

People may want to take caution if they have an upper respiratory illness, because of the amount of running and quick movements that are involved with freeze tag. Another precaution to take, is the physical roughness of the game. It is possible with playing freeze tag that a person could tag too hard and possible scratch another player, or push them too hard while tagging them.

Special Considerations:

This game is recommended for children 5 and up, so they can fully understand the rules and point of the game. Children any younger might have a harder staying still and understanding the freezing point. This game is not recommended for people who are blind, unless adaptions could be made.

Demands:

Freeze tag is a physical activity, that requires a person to be able to run to participate. Also, touching somebody physically is required when tagging or unfreezing them. There is some social activity that takes place, because you might have to end up asking another person who is “It,” or ask another person is they are frozen. Cognitive activity takes place when a person is determined “It” and you’ll need to remember who that person is, so you do not become frozen. This game could be difficult from a cognitive aspect, because if a person is tagged, and becomes frozen, then they could become frustrated and mad, because they can not play for a short amount of time. However, this game could also be rewarding when you are the person unfreezing teammates and helping them get back into the game.

Task Analysis: Correct way to become unfrozen:

1. Stand the exact way the person tagged you.
2. Stay frozen in the same position, until another player tags you to become unfrozen.
3. When your teammate unfreezes you, start running around again.
4. Try to unfreeze other teammates who are frozen.
5. Don’t get tagged again, because then you’ll be frozen until somebody else touches you to unfreeze you.

Adaptations:

If a client has a short attention span, or low physical endurance, then a recreational therapist could suggest modifying the game and asking everybody do a different form of freeze tag.

To modify freeze tag for a client who has a short attention span, the maximum amount of time the person could be frozen would be five seconds. If they are frozen for five seconds, and nobody has touched them to become unfrozen, then they will be back in the game. However, they must unfreeze at least two people in ten seconds. If they do not unfreeze two people, then they will become frozen again.

To modify freeze tag for a client with low physical endurance, modifications could include shortening the boundaries, walking instead of running, or adding more taggers to the game to make the game not as long. Another modification that could be used is to set a timer and have a few rounds and have resting breaks in between the rounds.

**Activity Analysis Form**

**RECR 120**

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

**Activity: Freeze Tag\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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 \_\_X\_Reaching \_\_\_Catching \_\_\_Skipping/Hopping

\_\_\_Stretching \_\_\_Throwing \_\_\_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

\_X\_\_\_Unilateral \_\_\_Multilateral \_\_\_\_Intragroup

\_\_\_\_Intergroup

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

\_\_6\_\_\_Minimum \_\_20\_\_\_Maximum

1. What attire (ex. clothing) is needed to be socially appropriate?\_casual/gym clothes
2. What are the types of rewards involved in this activity?

\_X\_\_Immediate \_\_\_\_Delayed \_X\_\_Extrinsic \_\_\_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?\_\_\_5\_\_
2. How complex are the rules to understand?

X\_\_\_\_Simple \_\_\_\_Somewhat complex \_\_\_\_Complex

1. How complex is it to keep score?

X\_\_\_\_Simple \_\_\_\_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 \_ \_X\_Gratitude \_\_\_Serenity \_\_X\_Hope \_X\_\_Pride

\_\_X\_Amusement \_\_\_Inspiration \_\_\_Love \_\_\_\_Guilt \_X\_\_Pain

\_\_X\_Anger \_X\_\_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, Sadness** |  |  | X |  |

**SPIRITUAL ASPECTS**

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

\_\_\_\_Opportunity for reflection \_\_\_\_Quiet spaces can be built into activity

\_\_\_\_Opportunities for aesthetic appreciation \_\_X\_\_Proximity to nature

\_\_\_\_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

\_\_\_\_General activity skill expertise \_\_\_No specific leadership style needed

1. List equipment needed: none
2. What type of facility or environment is required for the activity? Outdoors or an open room, such as a school gym.
3. What is the duration of the activity?

\_\_\_Set time \_\_X\_Natural end \_\_\_Continuous