**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?

\_\_\_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 \_\_\_Hearing \_\_\_Smell \_\_\_Taste

\_\_\_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?

\_\_5\_\_\_Minimum \_\_\_20\_\_Maximum

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

\_\_\_Immediate \_\_\_\_Delayed \_\_\_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?\_\_\_\_\_
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 \_\_\_Gratitude \_\_\_Serenity \_\_\_Hope \_\_\_Pride

X\_\_Amusement \_\_\_Inspiration \_\_\_Love \_\_\_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 emotionsIdentify the emotions:**Frustration, anger, joy, happiness  |  |  | 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 \_\_\_\_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

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

1. List equipment needed:

**None.**

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

**Open room with no obstacles in the way or outside on a grass field.**

1. What is the duration of the activity?

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

Description:

 Freeze tag is a great game for kids of all ages. The rules of the game are simple. First demonstrate the correct way to tag, light touches on the upper back/shoulders. Next, have the children spread out from each other. Then pick two participants’ to be the taggers. Then tell the kids that they should be running for the first round of the game. If another player tags someone then that player who was tagged must stop where they are and freeze. In order to unfreeze another player, one player must high-five the frozen player. Players may not tag someone while they are unfreezing another player. Also, the taggers may not guard the frozen players. There should be a minimum of 5 players to a maximum of 20. Elementary education is needed for this activity. There is no equipment needed.

Safety:

Keeping the participants safe is very important. The leader(s) should demonstrate safe tagging by using a volunteer from the group come up and lightly touch another player on their back/shoulder. Make sure the players are aware they should not push or hit other players.

Domains:

 Freeze tag shows the use of the physical domain because the players must know their proximity of others, the use of gross motor skills, body movement, and coordination, when running and tagging other players. They also use the social domain by being able to “un-freeze” their peers when they need it. This activity also uses the emotional domain by allowing the players to express their feelings throughout the game. The players may experience frustration, anger, joy, and happiness during the activity. The players also use the cognitive domain when paying attention to their orientation and proximity to the other players.

Modifications:

 There are many modifications for Freeze Tag including, when a player wants to un-freeze another player, they must shake hands and share their favorite movie, favorite food, etc. This allows the players to get to meet the other players more and learn more about each other. Also, instead of having them run around the playing space, have them skip, hop on one leg, jump, etc. Instead of having two people tagging others, there could be teams that have to try and get all of their opponents tagged to win.