

# Preschool Games & Activities

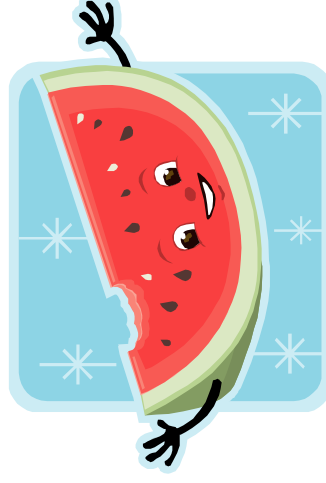
- Aimed at children 4 years of age.
- Children this age learn best through creative thinking, exploratory play, repetitive actions and by having fun.
- Focus should be on encouraging all children to participate and just getting the children to do the activities/skills, little focus on the correct mechanics.



# Watermelon Rock

(transferring weight, rhythmic awareness)

- Lie on back, bring knees to chest.
- Wrap arms around lower legs and tuck chin into chest.
- Instruct children to rock back and forth from their butt to their shoulders while staying curled up.



# Bicycle Kick

(warm up activity, body awareness)

- Lie on back with elbows on the floor and hands up as if gripping handle bars.
- Bring knees up to chest and start to 'pedal' legs in the air.

# Crazy Arms

(stretching, body and directional awareness)

- Stand with feet shoulder width apart, arms out to the sides.
- Make small, forward circles with arms, gradually getting bigger and faster. Switch directions and gradually make the circles smaller and smaller. Repeat.
- Now attempt to move one arm forward and one arm backward!

# Yoga oriented activities

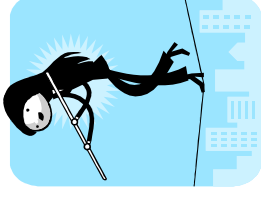
(good for warm up/cool down activities and circle time)

- Fundamental Motor Skill(s) targeted:
  - Stability
    - Twisting, turning, bending, balancing, transferring weight, stretching/flexibility



# Tight Rope Walker

(bending, stretching)

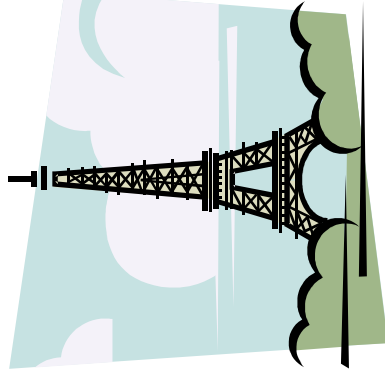


- Feet shoulder width apart.
- One arm is hanging straight down by side.
- Other arm is raised straight over head.
- Alternate arm positions (lower raised arm and raise lowered arm) while rocking side to side from the hips – as if one were walking on a tight rope and trying to balance themselves.

# Eiffel Tower Stretch

(stretching, bending)

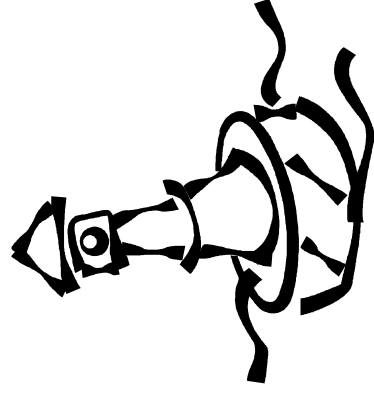
- Stand with feet a little wider than shoulder width apart, arms out to the sides.
- Breathe out, bend at the hips to the right side, reach down to the right knee with the right hand. The left arm is pointing towards the ceiling, look at the left hand without twisting the body, just the head.
- Hold this position for a few seconds, straighten up and do the other side – do each side 2 or 3 times.



# Buoy in the Ocean

(stretching, twisting)

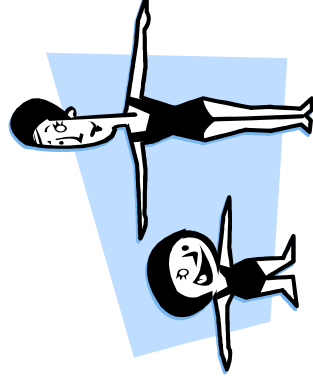
- Stand with feet close together.
- Clasp fingers together and raise arms straight above head.
- Keeping feet stable, move arms around head in a circular motion – try both directions.





# Swinging Door

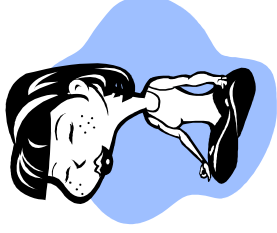
(twisting, stretching)



- Stand with feet a little more than shoulder width apart, toes in line, pointing forward.
- Raise arms out to the side, shoulder height.
- Keeping lower body still (ie. do not move feet), twist to one side, reaching as far behind as possible with the back arm, hold for at least 5 seconds, now twist to the other side (make sure this is a controlled movement, do not twist vigorously).

# Owls

(stretching)



- Sit down on the floor with legs crossed, spine straight, head up.
- Turn just the head to the left looking over the shoulder, then to the right.
- Look down, chin to chest, look up.
- Tilt left ear to left shoulder, tilt right ear to right shoulder.

# Sleepy Turtle

(stretching)

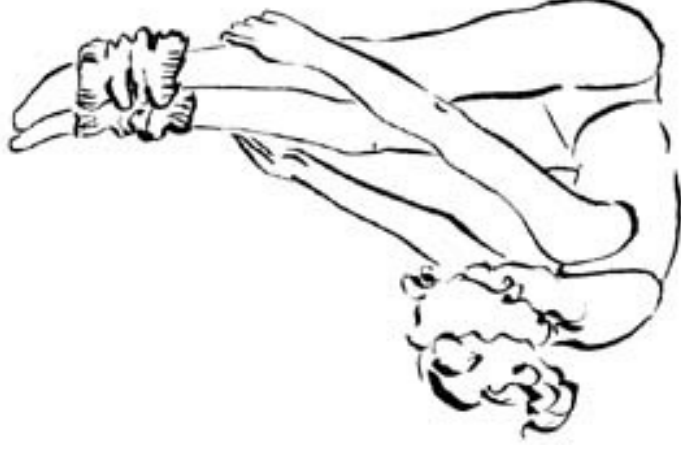


- Kneel on the floor, sitting on heels.
- Bend forward, careful not to lift butt off heels, so chest is resting on the front of the thighs, head down.
- Reach forward with out-stretched arms, resting forearms and hands on the floor.
- Hold this position, breathing deeply in through the nose and out through the mouth – this relaxes the body and stretches the lower and upper back and upper arms (triceps).

# Opossum Stretch

(stretching)

- Lie on back.
- Arms and legs in the air.
- Grab ankles keeping legs straight and hold.



# Choo-Choo

(stretching, rhythmic awareness)

- Sit with legs crossed, spine straight, head up, arms back and hands against ribs – make fists.
- Pretending arms are pushing the wheels of a train, punch one fist forward while breathing in through the nose.
- Punch the opposite fist forward, while breathing out and bringing the other fist back.
  - Repeat these motions – does your breathing sound like a train on the move?

# The Twist

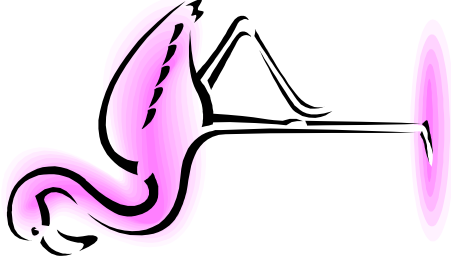
(twisting, transferring weight)

- Lie on back, legs together and bent at the knees, keep feet on the floor.
- Place arms, palm down out to the sides for balance.
- Keeping knees together, twist lower body and lower legs/knees to one side so they just touch the floor (keep shoulders and upper back on the floor). Slowly raise legs back to starting position and repeat on other side.

# Be a Flamingo!

(balance, vestibular awareness)

- This is also known as ‘the tree’ position in yoga.
- Palms together, raise arms over head.
- Lift one leg and rest the bottom of that foot on the inside of the weight bearing leg (just below the knee or above the knee).



# Inchworm

(transferring weight, vestibular awareness)



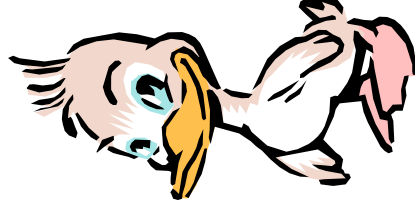
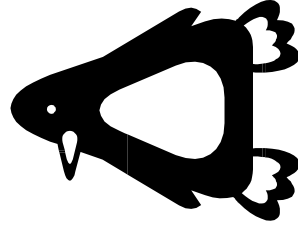
- Start in a standing position.
- Walk hands down the legs to the floor and out until in a push-up position.
- Walk feet up to hands and repeat (walk hands out, feet up to hands).



# Penguins & Ducks

(loco-motion, spatial and body awareness)

- Squat down small.
- Put arms between legs and wrap around to grasp ankles.
- Now waddle around like a penguin.
  - To switch to a duck place arms behind back and waddle like a duck.



# Jumping & Landing

(Jumping, hopping, movement, spatial, body and directional awareness)

- Spread the children out into their own space and tell them that they are about to jump, jump, jump, jump!
- Ask them to show you how they can jump on the spot, jump forward, backward, to the side, like a rabbit, like a frog, like a kangaroo, jump over a pretend rock, jump and turn, pretend that you are landing in water, landing on hard ground, landing on sand, squishy mud and so on.
- This gets the kids to practice jumping and landing and it uses their imagination and they are free to try new things.



# Pop-goes-the-weasel

(jumping, movement and temporal awareness)

- Start by squatting down with hands on the floor. Try to get all the kids singing the song “Round and round the Mulberry Bush, the monkey chased the weasel. The monkey thought it was all in good fun. Pop! Goes the weasel.”
- On the signal ‘pop goes the weasel’ jump up and throw arms up into the air.
- Land back in a squatting position and repeat.

# Elephants

(loco-motion, bending, spatial awareness)

- Clasp hands together, interlocking fingers.
- Pretend arms are attached to face to make the trunk!
- Bend from the waist and let arms hang down and walk about the area, watch out for other elephants!
- Swing the trunk back and forth, now and again stretch trunk way up in the air, lean back and let out an elephant noise!



# Toads or Frogs

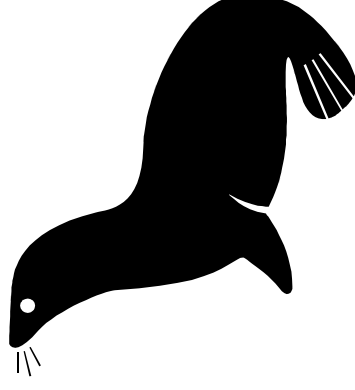
(hopping)

- Squat down with hands on floor between knees.
- Jump forward and land in the same squatting position.
- Ask the children to show you the difference between a toad jump and frog jump.



# Seals

(loco-motion)



- Lie flat on stomach.
- With hands on floor under shoulders, push chest up slowly off the floor.
- Then move around like a seal – pulling legs along the floor by walking with the hands.



# Rolling

(bending, rolling, transferring weight, body awareness)

- Practice from a sitting position first. Roll the ball with two hands, start with legs apart ball between the legs. Progress to a kneeling position and then standing.
- When standing roll from between the legs with both hands, gradually move onto rolling with one hand.
- Next roll with one hand, alternate hands frequently.
- Encourage taking a step with the opposite foot of rolling arm.



# Log Roll

(rolling, transferring weight, movement awareness)

- Partner up the children and have them lie on their backs, toes touching (lying toe to toe).
- Ask them to try and roll like a big log but they must keep their toes in contact.





# Combat Crawl Relay

(crawling, spatial awareness)

- Split children up into groups of about 5 or 6.
- Line them up in front of each other with their legs double shoulder width apart.
- The child at the back of the line crawls through the legs of his/her team-mates and then is at the front of the line. The next child who is at the back of the line then crawls to the front.



# Sunday Drive

(locomotion, turning, spatial and directional awareness)

- The children are going for a Sunday drive and they are the cars. Spread the children out into their own space and tell them that they have to avoid other cars so as to not get in an accident. Suggest various movements such as:
  - Going up a big hill
  - You've come to a stop sign
  - Make a right turn
  - A big zig-zag in the road
  - Slow down for the speed bump
  - You want to park, back into the garage



# Mulberry Hide and Seek

(loco-motion and spatial awareness)

- If possible have music playing. The children are to move all around the open space; using the form of loco motion that the teacher specifies (walking, skipping, galloping, etc.). When the music stops the children are to be quiet and hide behind something (if nothing they can squat and become invisible). The teacher will then sing "Round and round the Mulberry Bush, the monkey chased the weasel. The monkey thought it was all in good fun" ...now the children will yell out "pop goes the weasel!" and jump out and scare the teacher. Act surprised and repeat using different loco motor methods.





# Four Corners

(walking/tip-toeing, spatial and directional awareness)

- One child sits down in the middle of a square, closes their eyes and counts to ten out loud.
- There are four numbered corners that everyone else must quietly move to while the person in the middle is counting to ten.
- The child in the middle listens very carefully while counting to try and hear where people are moving to, to know which corner to call out. If she calls out corner number 2 and there are some people in that corner then they must go to the middle and help her through the next rounds until everyone is caught.
- The objective of this game is to get the children to try and be quiet while moving from corner to corner and for the children in the middle to concentrate on listening for any noises of footsteps.



# Jungle Adventure

(loco-motion, balancing, turning, rolling, bending, movement, body and spatial awareness)

- Gather all the kids around and tell them they are about to go on an adventure in the jungle. The adult leader will take the children through the jungle, suggesting different ways to move around and spotting different obstacles that they will have to manoeuvre around, through, over and under. Imagination is key to this exercise, here are some examples of different activities:
  - There's a big rock in the path, how can we get around it?
  - Now there's a river in the way. We must cross it somehow – swim? Leap across? Find a log?
  - After a while tell the children that they are now on the lookout for animals and they must use their binoculars to spot them.
  - Have mini pylons or cones set up and tell the children to use a hula-hoop to catch the animal (cone) that they found using their binoculars.

## Jungle Adventure cont'd

- We've come to a cliff, we'll have to climb up it
- A steep hill, looks too steep to walk down...
- There's an owl sleeping in that tree, shhhh be quiet, tip toe so you don't wake him up
- A log – under or over?
- A log bridge – one foot in front of the other, watch your step!
- Ouch! Stepped on a thorn bush. Have to hop now
- Monkeys, monkeys everywhere! They want to be your friends, let's act like monkeys

## Jungle Adventure cont'd

- Uh-oh, quick sand, move very slowly to get through it
- A rattle snake! Run!
- A tunnel, get down on your hands and knees to crawl through it
- Now a small cave, not high enough to walk through, stay crouched down and slowly walk through it
- A small stream is blocking the way, take a few big steps and leap across the water
- Uh-oh a boulder is headed our way, roll out of the way!





# Octopus Tag #2

(loco-motion, turning, twisting, spatial and movement awareness)

- With this octopus tag the children run around freely in a designated area instead of running from one end of a room to the other.
- One or two children are IT and if you get tagged then you have to stop and plant your feet in the ground (no moving them...stuck in the mud). You've become an octopus and can tag others that run by.





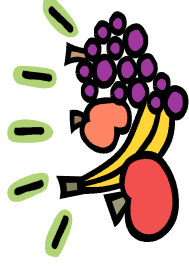
# One by One

(loco-motion, chasing, turning, twisting, spatial and movement awareness)

- One child is IT. The ‘tagger’ tries to tag the other children and if they get tagged they become IT as well. So after a while everyone will end up being IT and the game will have to start over but with a different child starting the game.

# (Healthy) Food Tag

(loco-motion, chasing, turning, twisting, spatial and movement awareness)



- This tag game comes from the traditional TV tag game.
- How it works – one child is IT. If a child is about to be tagged they can be saved if they squat down and yell out a certain food they can eat to stay healthy, such as “apples, carrots, pasta, yogurt, raisins...”
  - A child cannot say the same food twice
  - If they do not say a food item before the ‘tagger’ tags them then they become IT



# Roller Ball

(rolling, movement and directional awareness)

- Start from a sitting position, then kneeling and then a standing position.
- Have small groups of 3 or 4. Start with rolling the ball with two hands (once they have a lot of practice you can move on to rolling with only one hand). Have the children sit in a circle and roll the ball to each other around the circle. Get them to change directions now and then, instructing them to roll the ball to your right/left side and across from you.

# Semi-circle Soccer

(kicking, transferring weight, **temporal and movement awareness**)

- Split the children into groups and line the children up into two semi-circles, facing each other.
- With 2 or 3 inflatable balls, the children try to kick them through the opposite group's circle. When on defence, to stop the ball the children must place their foot on the ball, trapping the ball.



# Semi-circle Soccer

(kicking, transferring weight, **temporal and movement awareness**)

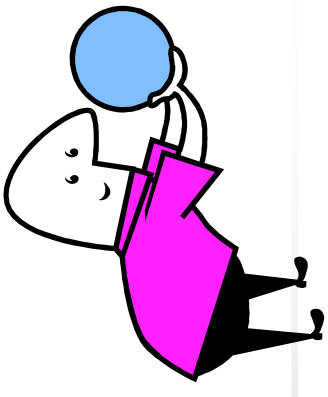
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# Bowling

(throwing – underhand, **temporal awareness**)

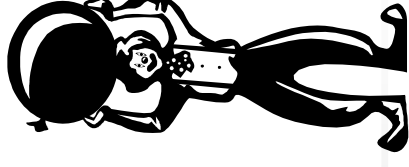


- Set up plastic bowling pins or washed milk cartons a few feet away from the start. One by one the children must roll a ball to try and knock down the pins – emphasize rolling and not throwing. You will have to reset the pins often – it may be a good idea to have a few different ‘bowling alleys’ so the kids are not waiting too long for their turn.
- Instructions: tell the children that rolling a ball is just like throwing underhand except that the ball travels along the floor instead of in the air. Therefore when they bring their arm forward they should bend their legs and let go of the ball really low, down by their foot so the ball will roll across the floor instead of up by their knee if they were to throw it.



# Balloon Toss

(throwing, catching, **temporal awareness**)



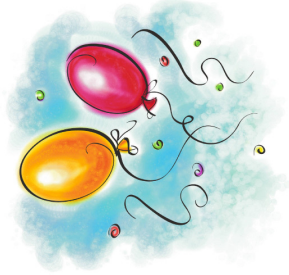
- This is an indoor activity so make sure the children have a large space to play in without running into any furniture or toys.
- Give each child their own balloon and tell them that they are going to practice throwing and catching their balloons but they must be careful and pay attention so they do not bump into each other.
- Tell the children to hold the balloon straight out in front. Then lower the balloon down to the front of the thighs, lift arms up in the air and let go of the balloon as it passes your nose. Follow the balloon with your eyes and reach up for it as it starts to fall back down and wrap your arms around the balloon to catch it.



# Balloon-y!

(spatial, directional and temporal awareness)

- Divide children up into small groups and give each group a balloon. The children must keep the balloon up in the air while moving about the room. At different positions in the room a teacher will be holding up a hula-hoop and the children must bat the balloon through the hoop and continue moving throughout the room.
- Emphasize teamwork and coordination – not running into other children.





# Hot potato

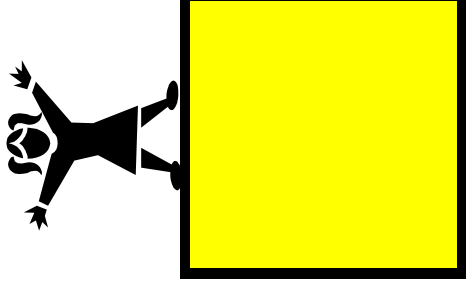
(kicking, throwing, rolling, collecting, directional awareness)

- Split the group into two teams divided by a centre line.
- Scatter 10-15 different coloured nerf or yarn balls around the area.
- A colour is called out, “green!” for example, and then the children must try to get all the green balls out of their area and into the other team’s area by throwing, rolling or kicking the balls – limit the time to 1 – 3 min per colour and do not emphasize winning teams, just let the children play the game.

# Boxed Out

(kicking, transferring weight, temporal and movement awareness)

- Set up a small square with about three players on each side (any more than three and the children would be standing around too much).
- Standing on the border of the square, the children are to stay on their side and try to kick an inflatable ball past the children on one of the three other sides while preventing the ball from crossing their end line.



# Punting

(punting, body and temporal awareness)

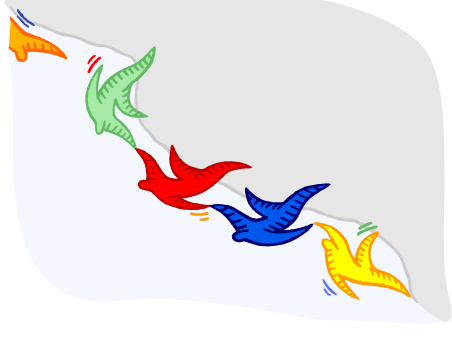


- This activity is basically to practice punting, which is kicking a ball after it drops from your hands.
- Split the children into two groups, fairly far apart. Tell the children with the balls to hold the ball out in front of them with both hands and put their non-kicking leg forward. Now they are to let go of the ball and kick it before it hits the ground. The children across the way will try to catch the balls and then once they have all been kicked, this group of children will have their turn to kick.
- Emphasize timing and kicking the ball hard.

# Teamwork

(kicking, spatial and movement awareness)

- Scatter inflatable balls inside a marked area. Have more balls than children. The children have to kick the balls around the area with the objective of keeping all the balls moving all the time.
  - The same idea can be done with balloons indoors. Try to keep all of the balloons up in the air.





# Beat the Circle

(running, throwing, catching, **temporal awareness**)

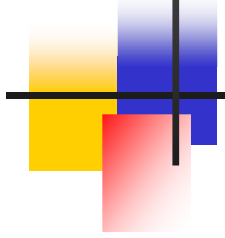
- The children form a circle with one child on the outside of the circle lined up beside the child in the circle who has the ball.
- On “go” the children in the circle pass/throw the ball around the circle and the child on the outside runs around the circle trying to make it back to the start before the ball does.
  - Switch the runner (to the child who started with the ball) immediately after each person gets back to the start to avoid emphasizing who can beat the circle and who cannot – this game is meant to be fun not really a competition.



# Ideas for Stations

(anything and everything!)

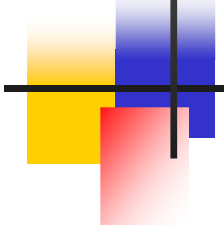
- When making stations remember that there should be a wide variety and they should require many different fundamental and perceptual motor skills. The children should have enough time at each station so that they each get a turn to practice.
- Bowling
  - Set up plastic bowling pins or washed milk cartons a few feet away from the start. A ball must be rolled to try and knock down pins – emphasize rolling and not throwing.



## Ideas for Stations cont'd

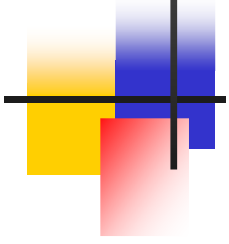
- Hitting/batting – face body perpendicular to the direction of where the ball should go.
  - Have open boxes against a wall a few feet away. Using a mini broom or hockey stick, bat a ball into the opening of the box (could also substitute hitting for kicking).
  - Balance a light ball on top of a pylon, knock it off by swinging at it with a light bat or paddle.
  - Hit a ball with a hockey stick around and through objects such as pylons and chairs.
  - Push/roll a ball along the floor, around an obstacle and back again, using a pencil, ruler, or something else to push the ball along - making it a challenge.
- Rolling
  - Have soft, tumbling mats (or carpet, blankets, pillows, sand or snow) set up to perform forward and backward rolls.





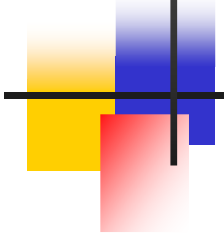
# Ideas for Stations cont'd

- Push ups
  - Have the children practice push ups (from knees or toes) on the tumbling mats— focus on proper technique: hands under shoulders, keep tummy and back tight and in a straight line
    - do not let body sag or stick the butt in the air, lower body until chin touches the mat.
- Crunches
  - Also to be done on the tumbling mats. Have the children perform crunches, not full sit ups as these can be detrimental to the back. With feet flat on the floor, knees bent at 90 degrees, pretending there is an orange between the chin and chest (so the chin can't touch the chest) only the shoulder blades need to be lifted off the floor; relax and lower the body all the way back to the mat.
- Hop-scotch
  - Traditional (taped on the floor) or with hula-hoops – emphasize hopping and jumping.



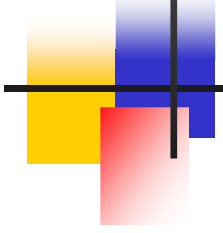
# Ideas for Stations cont'd

- Jumping
  - Jump over soft objects, jump onto and off a small, sturdy object like a low balance beam, jump side to side.
- Punting
  - Have the children punt a ball past a certain distance target.
- Galloping
  - Have the children gallop to one side of the room, collect as many 'apples' as they can and then gallop back - bring the back foot up to but not past the front foot, the front foot is then stepped ahead, keep the same foot forward at all times.
- Sliding:
  - The children can slide from one side of the room to the other with their backs against the wall, this will help with keeping proper foot positioning.



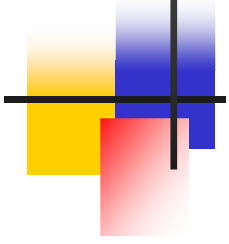
## Ideas for Stations cont'd

- Skipping
  - Skip around a small circle drawn on the floor.
- Crawling
  - Have the children crawl through a tunnel and/or up and over a hill (place a mat or carpet over an object or pile up a bunch of pillows and blankets or build a hill in the snow...).
- Balancing
  - Stand on tip toes and try to hold that position. Stand on one foot and raise the other foot up in the air – tell the children to focus on one spec on the floor and that will help their balance, also tell them they can hold onto their ear (if standing on left leg, hold left ear).



## Ideas for Stations cont'd

- Kicking
  - Use a balloon for indoors and something else very light for outside so that when the child kicks the object it won't go very far – that wouldn't be very useful for a station, stations need little space and should be quick and simple.
- Collecting
  - Have a few buckets filled with different objects, such as different coloured scarves, different shaped blocks, different textured objects and instruct the kids to run, skip, etc. over to the bucket and take "3 soft objects and bring them back, 4 square objects, etc."



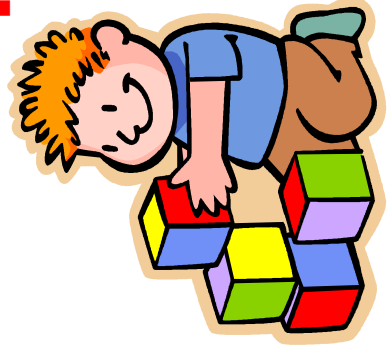
## Ideas for Stations cont'd

- Stretching
  - any type of stretch will work; tell the children to stretch for at least 20 seconds for each stretch.
- Throwing
  - Have different objects to throw to a certain target. You could use bean bags, Frisbees (demonstrate how to throw – not too much detail), tennis balls, balloons, odd shaped objects, cotton balls, etc.
- Bouncing/dribbling
  - Dribble the ball 10 times down low, up high, dribble 4 times with the right hand then 4 with the left, dribble in a circle, etc.

# Treasure Island

(locomotion, collecting)

- This activity can be adapted for outside or inside, as long as there is a large area to use.
- Make a boundary, outside this boundary is the ocean and since everyone is a cat and cats don't like the water, everyone must stay inside the boundaries. In the middle of the island is a treasure chest (use a basket of some type) full of treasure. This treasure must be transported back to the boats.
- The children don't have to be cats every time and the items in the middle don't have to be treasure every time. However, the concept of the children having to crawl to get around, staying inside a marked area, collecting items and distributing them to the proper places – matching up colours or shapes is the key (blue ball to blue bucket, triangle cut out to the large triangle on the floor, etc.).





# Who's That?

(throwing, rolling, catching)

- This is a cool-down game and also a name game.
- The children are sitting down in a circle with one ball. They pass the ball around/across the circle. When someone passes the ball they must yell out the child's name who they are throwing it to.