

Kindergarten Games & Activities

- Recommended for children 5-6 years of age.
 - Children at this age learn best through creative thinking, exploratory play, repetitive actions and by having fun.
 - More emphasis should be on physical *education* than just physical activity.
 - Teach the specific skills (one at a time – max) and correct improper mechanics with positive, constructive feedback.





Stability Activities

- Objective – to develop and enhance stability skills such as balancing, turning, twisting, stretching and rolling.
- The following exercises are good activities on their own or they can be grouped with other activities to practice a specific skill or be used in an obstacle course or stations.



Bicycle Kick

(warm up activity, body awareness)

- Lie on your back with elbows on the floor and hands up as if gripping handle bars.
- Bring your knees up to your chest and start to ‘pedal’ your 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!

Balance Beam Activities

(balance, locomotion, body and vestibular awareness)

- Use a low, solid beam that is three or four inches wide and make sure to place soft mats around the beam in case of a fall.
- Walking forward, backward and sideways (cross stepping or sliding) is great for beginners to develop their balancing skills and their perceptual awareness.
 - If the children are having trouble, signal to them to put their arms out to the sides like tight-rope walkers, bend their knees to lower their centre of gravity, to hold onto an ear if they think they are going to fall, or pick a spot on the floor or wall and focus on that one spot to help them balance.



Balance beam cont'd

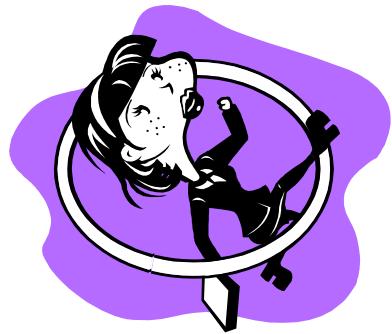


- Once the children have practiced walking on the balance beam and are quite comfortable doing so, they can start to try some of the following activities:
 - Walk a few steps, pause
 - Squat down and then stand back up without losing balance.
 - Lift one leg and place it against the inside of the weight bearing leg, use arms to help balance.
 - Raise one leg off the beam to the front, then to the side and to the back.
 - Sit down on the beam, place hands behind, lift legs up so the body forms a V.
 - On hands and knees, with your back flat, lift one leg up and behind in the air.
 - Place various objects (stuffed animals) on the beam to walk over.
 - Stand to one side of the beam, place hands on the beam and jump over the beam putting weight on hands. Jump from side to side over the beam while moving forward to the other end.

Hula-Hoop Round-about

(bending, twisting, transferring weight, balance, stretching, body and spatial awareness)

- Have the children hold hands and form a circle. Two of the children join hands through a hula-hoop and the objective of the game is to try and move the hula-hoop around the entire circle of children without the children letting go of their partners' hands.
 - Add more hula-hoops if needed.



“B” the Alphabet

(balance, twisting, transferring weight, bending, stretching,
body and spatial awareness)

- Pair up the children and tell them to use cooperation and imagination to do this activity.
- Working together the children are to form a letter with their bodies.
 - For example, “show me how to make a Y with your two bodies.”
- Variation: one partner decides to make a letter or shape of their choice and their partner tries to guess what it is and then emulates that shape once they have made a guess.



Donkey Kicks

(transferring weight, balance)

- Starting on all fours (hands and feet), transfer weight to hands and kick legs up in the air like a donkey.
 - Focus on landing smoothly. After the kick, the children should place their feet back to where they were when they started.



Corkscrew

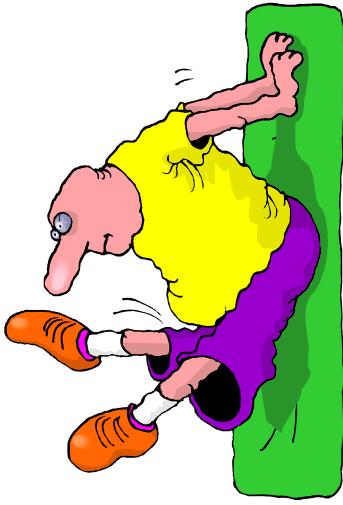
(balance, transferring weight, body awareness)

- In a standing position fold arms across chest.
- Cross one foot over the other.
- Try to sit down without unfolding legs or arms.
- Now try to stand up without using hands or arms and keep feet and arms crossed.



Scissors

(balance, body awareness)



- Have the children sit down on the floor with their legs straight out in front of them. Now tell them to lean back, using their arms for support, and raise their legs off the floor (half a foot or more). Now they are to criss-cross their legs back and forth like scissors, while keeping them extended or straight.
 - They can stop when they get tired, take a little break and repeat a couple more times.
 - Tell the children to keep a straight back and to keep their tummy tight while doing this exercise (don't let them sag their back – should be straight from their tailbone up their spine).

Shadows and Mirrors

(stability, locomotion, movement, body, rhythmic and directional awareness)

- Partner up the children.
- **Shadows:** one partner is behind the other so they are facing the same direction. The partner in front will do various movements (make suggestions like put on your PJ's, hop like a frog, etc.) and the partner behind is the shadow and must do everything his partner does.
- Mirrors: the partners are facing each other and one will be the 'mover' and one will be the 'mirror.' The mirror must copy all the movements of the mover – trying to do the same movements and at the same time as the mover. Make suggestions like eat an apple, comb your hair, do jumping jacks, etc.

Yoga oriented activities

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

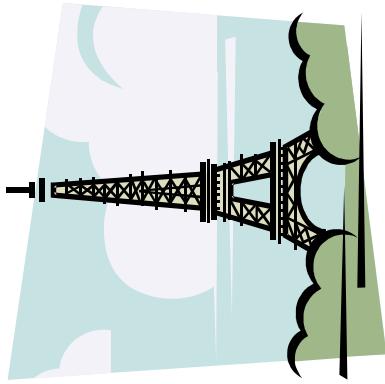
- Fundamental Motor Skill(s) targeted:
 - Stability
 - Twisting, turning, bending, balancing, transferring weight, stretching/flexibility.



Eiffel Tower Stretch

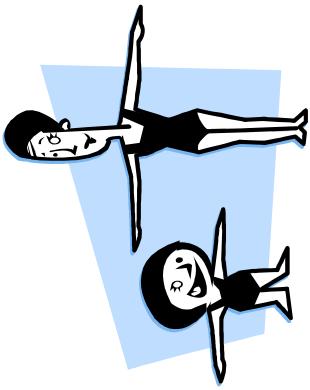
(stretching, bending)

- Stand with feet a little wider than shoulder width apart, arms out to the sides.
- Breathe out, bend to the right side, reach down toward the right knee with the right hand. The left arm is pointing towards the ceiling.
- Looking up at the left hand, hold this position for a few seconds, straighten up and do the other side – do each side 2 or 3 times.



Swinging Door

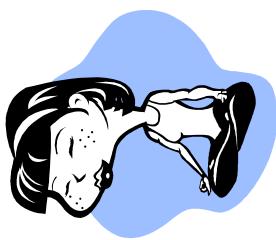
(twisting, stretching)



- Stand with your feet a little more than shoulder width apart, toes in line, pointing forward.
- Raise arms out to the side, shoulder height.
- Keeping the 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).

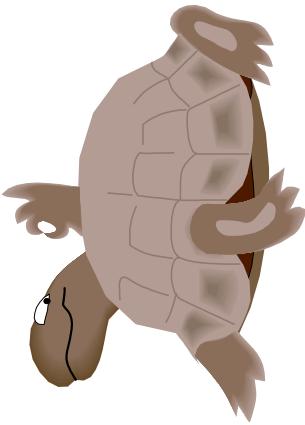
Owls

(stretching)



- Sit down on the floor with legs crossed, back straight, head up.
- Turn your 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.
 - Pause for about 10-15 seconds for each position and repeat.

Sleepy Turtle (stretching)

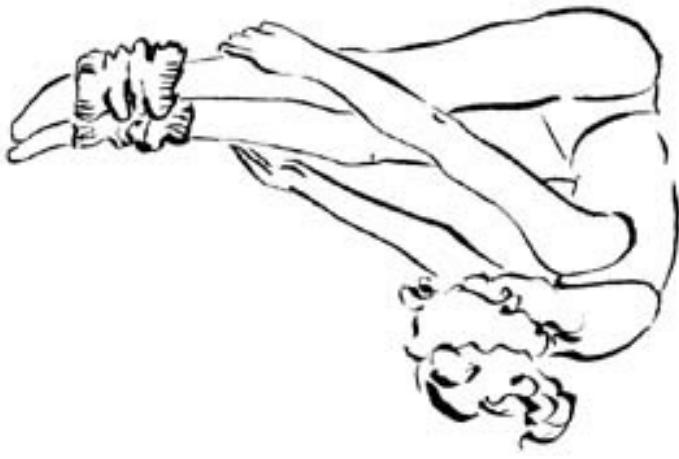


- Kneel on the floor, sitting on your heals.
- Bend forward (careful not to lift your butt off your heals) so that your chest is resting on the front of the thighs, head down.
- Reach forward with out-stretched arms, resting forearms and hands on the floor.
- Hold this position, breathing deeply in through 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 your back.
- Arms and legs in the air.
- Grab ankles keeping legs straight and hold.



Choo-Choo

(stretching, rhythmic awareness)

- Sit with your legs crossed, back straight, head up, elbows pointing toward the back and fists against the ribs.
- Pretending your 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

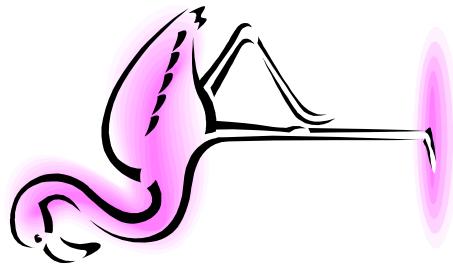
(twisting, transferring weight)

- Lie on your 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 the 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 your legs back to the starting position and repeat on the other side.

Be a Flamingo!

(balance, vestibular awareness)

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



Backward Push-ups

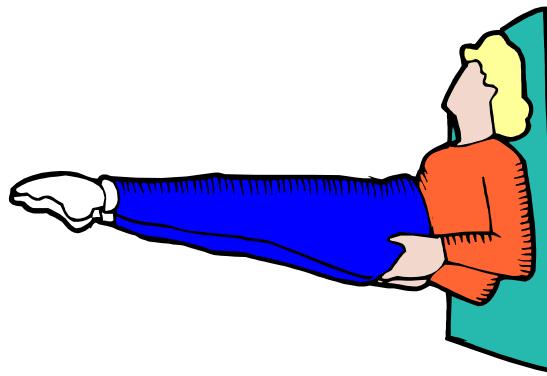
(transferring weight, balance)

- Sit down with your legs out straight, put your hands on the floor slightly behind your back.
- Transfer your weight to your hands and heels of the feet and lift your butt off the floor so that the body is in a straight line.
 - Try to hold this position for at least 10 seconds without letting the body sag – relax and repeat.

Candle Pose

(stretching, balance, transferring weight)

- Lying on your back lift your legs up in the air
 - point your toes toward the ceiling.
- Next, lift your butt and lower back off the floor to move your toes closer to the ceiling.
- Keeping your weight on the upper back and shoulders, stabilize/support the rest of the body (ie. legs) and back by putting your hands on the lower back (elbows on the floor).
 - Try to hold this position for 10 seconds, lower and repeat.
 - Don't hold your breath on this or any exercise!



The Can Opener

(stretching, twisting)

- Lie on your back with your legs straight, place arms palm down out to the sides for balance.
- Move your right leg across the floor, up towards the right hand then lift that leg up and across the body towards the left hand, swing that leg back down to the starting position – repeat with opposite leg.





Mad Cat Stretch

(stretching, bending)

- Start with your hands and knees on the floor.
- Tilt your head back and look up to the ceiling while letting your stomach sag towards the floor (emphasize pushing the belly-button towards the floor) – hold for at least 10 seconds.
- “Something scares the cat!” ... tuck your chin in and round your back up towards the ceiling – “all the fur is sticking straight up!” – hold for at least 10 seconds.

Balloon Breath

(cool down, stretching)

- Sit with your legs crossed and eyes closed.
- Place your hands in front of your chest, palms together.
 - Take a deep breath in through your nose and pretend that there is a balloon under your arms so that when you breathe in, the balloon will rise and your arms will rise up above your head.
 - As you breathe out, the balloon will lower and so will your arms, back to the front of your body – repeat.
 - This is great to relax the children!



The Fish Pose

(stretching, transferring weight, bending)

- Kneel down with your heels underneath you or beside you.
- Slowly lean back (using your arms/hands to help)
as far as comfortably possible – your head and upper back may touch the floor if your are flexible enough, hold and count to ten.

Lumbar Stretch (stretching)

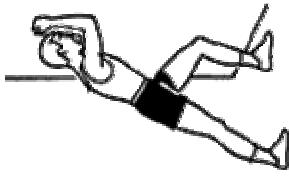


- Have the children lie down on their backs, legs straight.
- With controlled breathing, in through the nose out through the mouth, tell the children to lift their legs off the floor, bending their knees and bringing them up to their chests – keeping lower back on the floor.
 - Hold this stretch for at least 10 seconds – this stretches the lower back, buttocks and the back of the thighs (hamstrings).

Calf Stretch

(stretching, transferring weight)

- Pretend you are playing hide and seek and you must put your face into your arms, resting against the wall. Put the front foot close to the wall and step back with the other foot so that the heel is on the floor – see picture. Lean forward and you should feel a stretch in the back of your lower leg/calf muscle.
- This can also be done without a wall, take a large step forward, keeping the back leg fairly straight and bending the front leg – see picture.
 - Hold for at least 10 seconds on each side.



Inner Thigh Stretch

(stretching, transferring weight)

- Stand with your feet pointing forward, wider than shoulder width apart. Lean to one side so that one leg is bent and the other is straight – you are stretching the inner thigh of the straight leg, see picture.



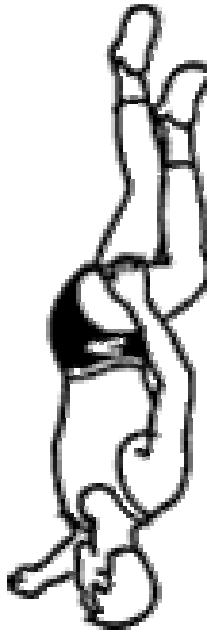
- Alternative - similar to the above stretch except that you squat down on the bent leg and stick the straight leg out beside the body, see picture.
- Hold for at least 10 seconds on each side..



Cross Over Stretch

(stretching, twisting)

- Lie on your back, legs straight. Lift one leg up, bent at the knee. Slowly lower this leg across the other leg (see picture) keeping your upper back and shoulders on the floor.
 - Hold this for at least 10 seconds on each side – this stretches the back and buttocks.



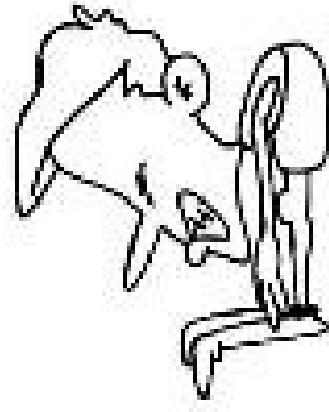
Hurdle Stretch (stretching)

- Sit on the floor, head forward, back straight. Put one leg out straight and bring the other foot in, placing the sole of that foot on the inside of the thigh of the straight leg (see picture). Slowly bend from the hips, being careful not to hunch your back too much, and reach for your toes.
 - Hold for at least 10 seconds – this stretches the hamstrings (back of the thigh).



Hamstring Stretch (stretching)

- Sit down on the floor with your legs straight. Slowly bend from the hips and reach for your toes – be careful not to hunch your back.
 - Hold for at least 10 seconds – this stretches the hamstrings (back part of thigh) and the lower back.



Quad Stretch

(stretching, balance)

- Stand on one leg, bring the other foot up behind and hold onto your foot (see picture). Your thighs should be parallel and keep your hips straight and back tight, do not arch your back.
 - Hold this position for at least 10 seconds – this stretches the quadriceps muscles (front of the thigh) and is great for balance.



Chest Stretch (stretching)

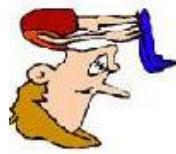
- Stand next to the wall, feet parallel, one shoulder almost touching the wall. Put the arm closest to the wall back and place the palm of the hand on the wall and turn the body in the opposite direction to stretch the biceps muscle of that arm and the chest muscles (see picture).
 - Hold for at least 10 seconds on each side.



Sun Salute

(stretching, transferring weight, body and directional awareness)

- This is a yoga routine that involves 12 consecutive movements. Demonstrate each movement one by one and have the children copy your movements. Take your time when first explaining this exercise as there are a lot of movements involved.
 - 1) Standing up tall, feet together, bring your palms together in front of your chest, elbows out to the sides.
 - 2) Take a deep breath in and raise your arms above your head, keeping your back and stomach tight and straight.
 - 3) Breathing out, lower your arms and start to bend forward at the waist. Lower your arms down toward the floor as far as comfortably possible with straight legs (bending the knees slightly, do not lock them).



Sun Salute cont'd

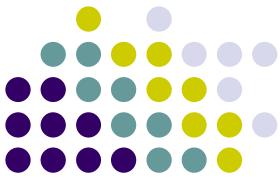
4. Taking a deep breath in, bend at the knees, kneel on your left knee, resting the toes and top of the foot on the floor. Put your right foot forward, resting hands on the floor beside the front foot. Make sure the right knee is not bent so far that it is past the toes. Now look up.

5. Breathe out, transfer weight to the hands and put your right leg back with the left, supporting your body on your toes and hands, making an inverted 'V' shape.
6. Breathe in, lower your chest and chin to the floor, keeping your hips raised off the floor.
7. Breathe out and lower your hips to the floor while pushing up slowly with your arms to arch your back, raising your chin and chest up off the floor, look up at the ceiling – “cobra pose.”



Sun Salute cont'd

8. Breathe in and return to the inverted 'V' pose.
9. Breathe out, step forward with the left foot, rest your hands on floor beside the front foot. Rest your toes and the top of the back foot on the floor and make sure the front knee is not bent so far that it is past the toes. Look up.
10. Breathe in, bring the back foot up to the front, slowly breathe out and rise up into a standing position with your arms dangling by your sides.
11. Breathing in, clasp your hands and raise your arms above your head.
12. Breathe out and lower your arms down in front of your chest.



Loco-motor Activities

- Objective – to develop and enhance loco-motor skills such as walking, jogging, running, galloping, crawling, chasing, jumping, hopping, skipping, leaping and sliding.
- The following exercises are good activities on their own or they can be grouped with other activities to practice a specific skill or be used in an obstacle course or stations.



Inchworm

(transferring weight, vestibular awareness)

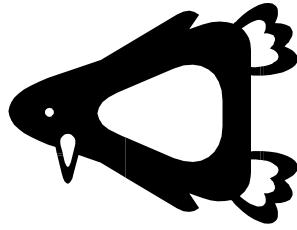
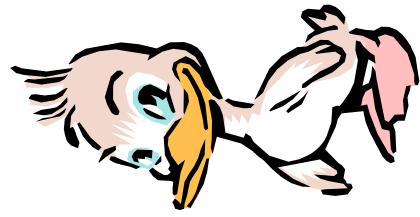


- Start in a standing position.
- Walk your hands down the legs to the floor and out until you are in a push-up position.
- Walk your feet up to the hands and repeat (walk hands out, feet up to hands).

Penguins & Ducks

(loco-motion, spatial and body awareness)

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



Elephants

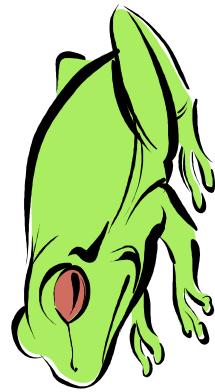
(loco-motion, bending, spatial awareness)

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



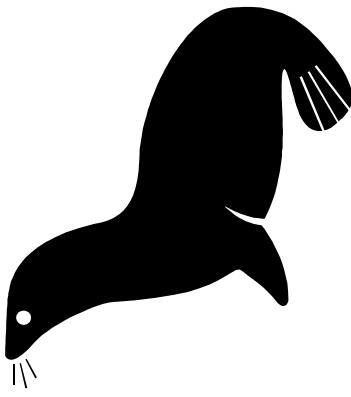
Toads Or Frogs (hopping)

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



Seals

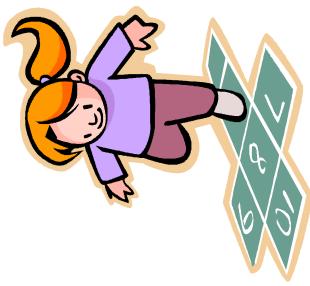
(loco-motion)



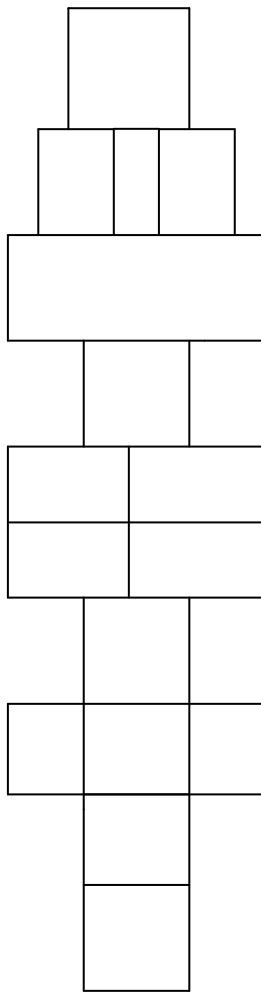
- Lie flat on your stomach.
- With your hands on the floor under your shoulders, push your chest up slowly off the floor.
- Then move around like a seal – pulling your legs along the floor by walking with your hands.

Hopscotch

(transferring weight, hopping, jumping, body awareness)



- Draw squares like the following on pavement (or use ropes or tape):

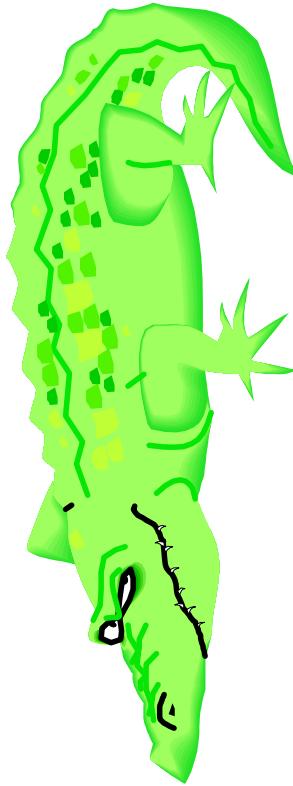


- Line the children up and have them go one at a time through the squares hopping on one foot or jumping with 2 feet depending on the squares.
 - The hopscotch pattern does not have to be the same as the above example – feel free to change the pattern each time you do this activity.
 - Encourage the children to hop and not step through the squares.

Crocodiles

(crawling, body and directional awareness)

- On all fours crawl around like a croc.
- Move the right hand forward as the right foot is taking a step.
- Then the left hand with the left foot – this is opposite to how we usually walk or crawl.



Big Foot

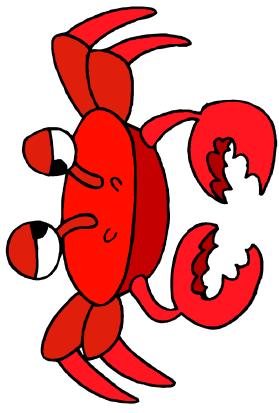
(locomotion – walking, twisting)



- Take big, long steps like big foot.
- Make sure to bend those legs (into a lunge position) so you do not hit your head on a tree branch – take many steps and explore your space.
 - Suddenly you hear a noise, keeping your stance twist the upper body around to see what it was...check the other side, nothing there...keep walking.
 - Now the noise is in front of you, better back up – take long, backward steps.

Crab Walk

(locomotion, balance, body awareness)



- Start from a sitting position.
- Keep the bottom of your feet flat on the floor, lift your butt off the floor so your weight is on your hands and feet.
- Now walk around and meet other crabs by touching feet or shaking claws (hands) while trying to keep your bottom off the floor.

Leap Frog

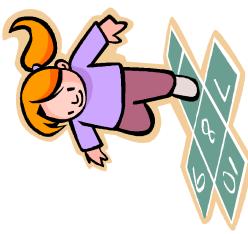
(hopping/leaping, transferring weight, body and spatial awareness)



- Tell the children to form a line, kneeling on the ground, resting their heads on the ground, covered by their hands. The child at the back gets up and must leap over all the children until he or she gets to the other end. He or she must place their hands on the back of the child who is on the ground in front of them and then push off the child's back and leap over them, spreading his or her legs and hopping like a frog.
 - Once the first child has leapt over a few children the next child at the end should get up and start leaping.
 - Once they reach the front of the line they are to kneel back down on the ground and wait until it is their turn to leap again (when no one is left behind them).

Earthquake Hopscotch

(hopping, jumping, balance, movement and rhythmic awareness)



- The idea of this game is like a regular hopscotch game but there was an 'earthquake' and the squares have moved, some are further apart than normal.
- Use small squares for a one foot hop (into and out of it with one foot) and big squares for a two foot jump (into and out). Place or draw squares on the floor, not exactly next to each other but not too far apart so that the children won't be able to jump from one to the other.
- They could be set up as follows:
Here the child would hop off one foot onto the first square, landing on one foot. Do the same for the next square, then hop off this square and land on two feet on the large square, jump off this square with two feet, and land on the next small square on one foot etc.

Round & Round the Square

(running, turning, body, movement, spatial awareness)

- Set up a small square with four marked corners (carpet squares, baseball bases, etc.). Split the children up evenly to the four corners.
- Demonstrate how the children are supposed to race around the square – running from base to base, making sure to **step on** the base. Tell the children that there is a mosquito on the base and they have to step on each base to squash them.
- On the signal, the first child of each group runs around the square, touching each base until they are back to their line and tags hands with the next person in their line so they can have their turn.
 - Vary the loco-motor skills.
 - Emphasize waiting turns and keeping personal space.

Frozen Beanbag

(locomotion, balance, movement, spatial and vestibular awareness)

- This activity requires a flat surface free of any debris.
- Each child is given a beanbag that they must place on the top of their head.
- The children must walk around the area, balancing the beanbag on their head, if it falls off they are frozen. To become unfrozen, another player must bend down and pick up the beanbag and place it back on that child's head, without losing their own. Let the children hold onto their beanbag when they reach down to get their friend's beanbag.

Walk, Jog, Run!

(locomotion, body awareness)



- Progressing from walking to jogging to running: have children follow you (the teacher) and focus on heel-to-toe movement and swinging those arms! As you progress to a jog, tell the children to bend their arms and to bounce off the balls of their feet. Progressing to running, focus on really bringing the knees up, kicking the feet back toward the butt, and really swinging those arms ('gun holster to cowboy hat'). To make sure the children are positioning their feet correctly, you could put down a track that the children have to run through, without stepping out of it.
- Remember to keep the body tall and straight, head up and looking forward while walking, jogging or running.

RED Light, GREEN Light

(locomotion, balance, temporal awareness)

- Make a start and finish line (20 feet apart).
- One child is the street light at the finish line.
- The rest of the children are lined up at the start line.
- The ‘street light’ has their back to the rest of the children and yells out “green light!” The rest of the children run toward the finish line but when the ‘street light’ turns red (that child yells out “red light” whenever they choose to) they must stop moving immediately because if they child who is the street light turns around and catches any child moving, that child has to take two giant steps back and do 5 jumping jacks. The ‘street light’ turns their back to the other children and again yells out “green light,” and the game continues.
- The objective of the game is to get to the finish line without the street light catching you.
 - It may be a good idea to have the teacher be the street light for the first few times playing this game.
 - You could also change the mode of locomotion.

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 they don't 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 – look behind you

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 the children up into groups of about 5 or 6.
- Have them line up in single file, facing the same direction, with a wide stance.
- 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.
 - This activity is excellent as part of a relay race or an obstacle course.

Leapin' Leopards

(leaping, transferring weight, temporal and body awareness)



- Tape down a river that gets increasingly wider and wider. The children are told that they must leap across the river like leopards do.
- They can start at the narrow end and make their way up the river, leaping off one foot and landing on the other.
 - Variations – leap off one foot and land on the same foot, leap off one foot and land on two, leap off two feet and land on one, etc.



Running **to** or **through** a Base

(running, swinging, directional awareness)

- Have three bases and a home plate set up like a baseball diamond. Line the children up at the home plate and demonstrate how they are to run the 'course'
 - On the signal (a whistle, clap hands, etc.) the first player in line swings a bat at an imaginary ball, gently drops the bat and then runs from home to first base. The player must run *through* first base (running over the base, touching it with the foot and taking a few extra steps beyond the base). On the second signal, the player on first leaves the base and runs **to** the second base but here she must stop on the base and mustn't run *through* it. Meanwhile the player at home plate swings the bat and then runs toward first, the same as the first child did. Players must run and stop on third base and must run *through* home plate.
 - Make sure the bases are not too far apart so the children are not standing around waiting for their turn.

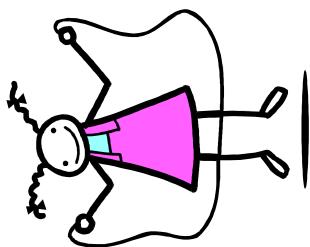
...through a base cont'd



- The objective of this activity is to practice some of the common elements of baseball such as swinging with a bat, dropping the bat and running through first base.
- This may be a lot for a five year old to put together at first but they will learn as they practice. Do not focus on the technicalities of swinging or running, just give the children the opportunity to go through the movements.
- As the children become more familiar with this exercise, more focus can be appointed to the specific skills of swinging the bat, dropping it and sprinting in a straight line to the base.
- You may want to start off with only first base and add second, third and home base later.
- You could also change up the mode of locomotion to get to each base.

Jump Rope

(jumping/hopping, body, movement and temporal awareness)



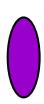
- Each child should have a jump rope.
- With everyone holding their ropes by the handles and the rope on the floor behind them the teacher will instruct and show them how to swing the rope over their heads. Then once the rope hits the floor, the teacher will show the children that they should step over the rope and start again; swinging the rope over their head. Once that has been practiced a few times the teacher can stop the children and show them now how to jump, with a two foot hop over the rope instead of a step – the motion is still not a continuous jumping motion, the children must learn in steps. If some of the children have mastered this technique (now or later on in the year) the teacher can show them how to swing the rope over their head and then jump over the rope in one continuous motion.

Ladders – Foot Work

(walking, running, jumping, hopping, leaping, skipping, sliding, body, directional and rhythmic awareness)

- This activity may be difficult for some children but just get them to try, it is great for improving their agility and locomotor skills such as jumping, hopping, skipping and running.
- Tape down ladders that are about 15 –20 feet long and a foot wide with the rungs about a foot apart.
- It will be necessary to demonstrate (often) and yell out instructions as to what the children are supposed to do; how they are supposed to move through the ladders.
 - In addition to the following activities, ask the children to use their imaginations and find new ways to cross the ladders.

Ladders cont'd

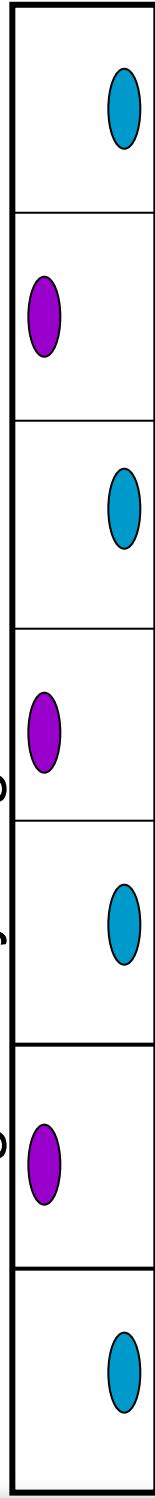


Left foot



Right foot

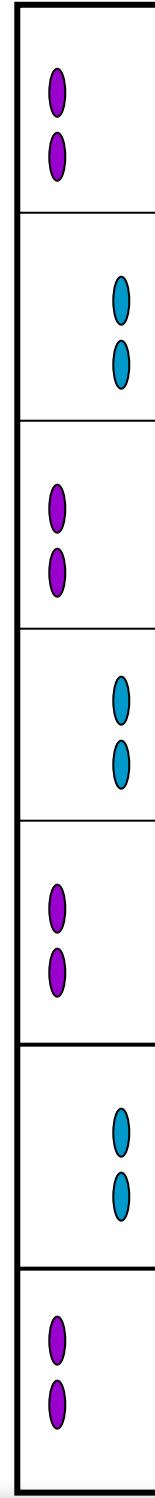
Run through every rung



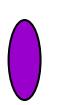
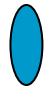
Leap through every second rung



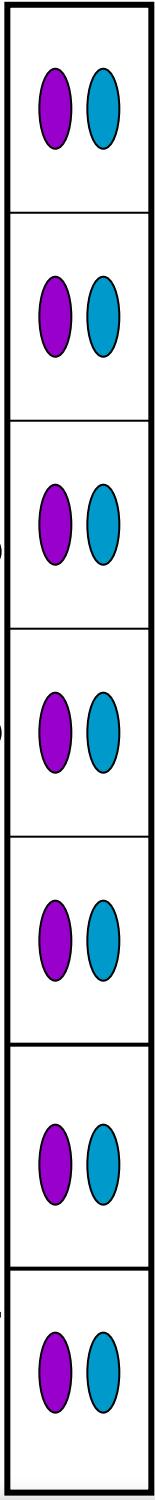
Skip through the rungs



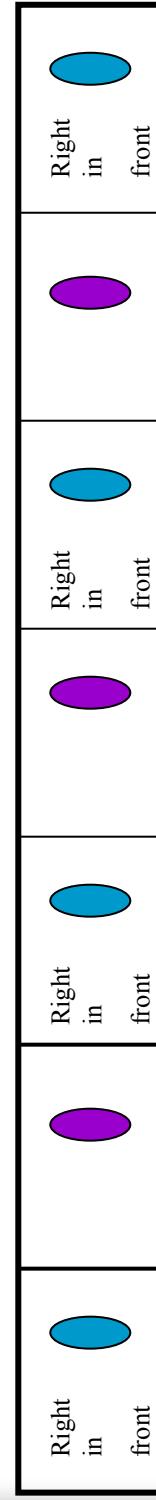
Ladders Cont'd

Left foot 
Right foot 

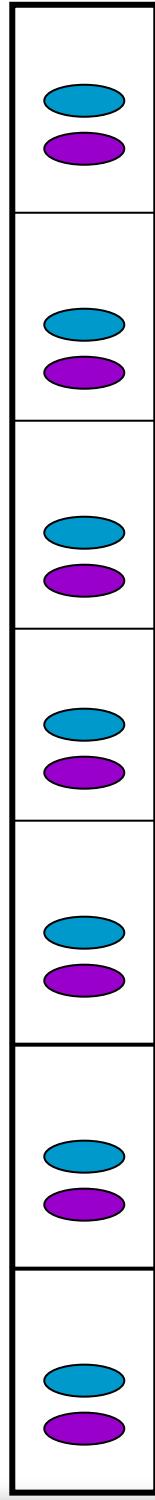
Jump with two feet through rungs



Cross step sideways (right foot forward, next time left foot)



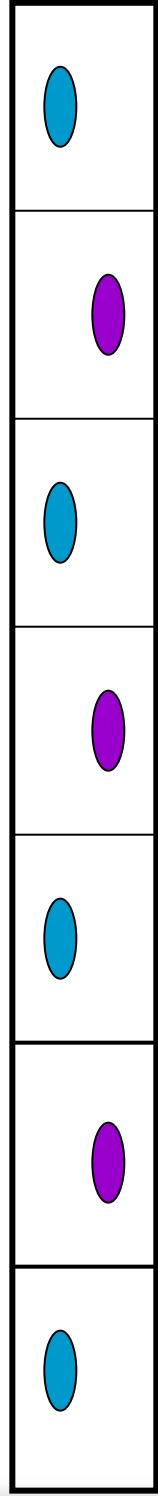
Lateral two foot jump



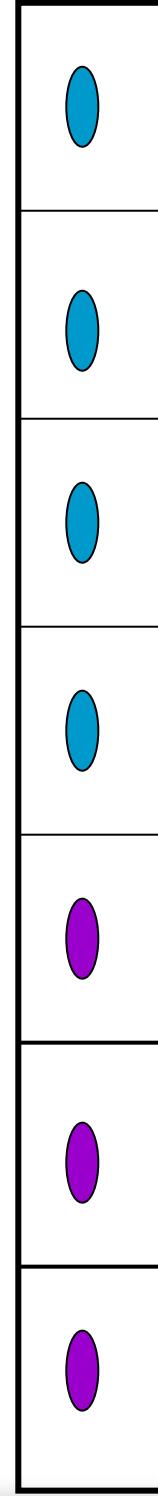
Ladders cont'd

Left foot 
Right foot 

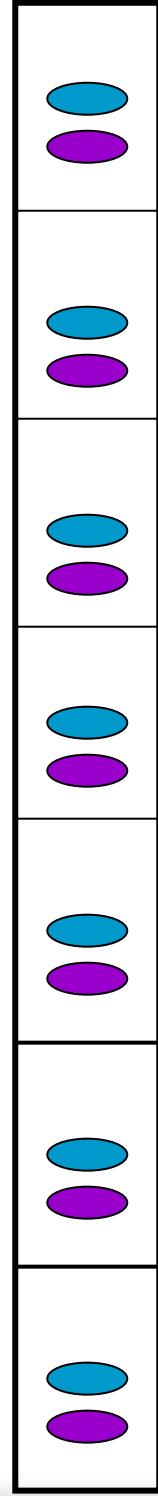
Walk backwards



Hop on one foot, left foot the first half, right foot the last half



Side step/shuffle to the side (right foot forward, next time left foot)



What Time is it Mr. Wolf?



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

- Mark out two lines with one child, the wolf, at one line and the other children, the chickens, at the other line.
- The “wolf” has their back to the “chickens” and the chickens yell out together, “What time is it Mr. Wolf?” The wolf calls back, “It’s 4 o’clock,” (for example). Therefore the chickens are allowed 4 steps forward (different time different number of steps). If the wolf yells out “LUNCH TIME!” the wolf turns around and chases after the chickens trying to tag them as they run back to their safety zone. If anyone gets tagged they must now help the wolf.
- Vary the loco-motor skills.
- It is strategic for the wolf to wait until the chickens are fairly close to yell out “lunch time.”

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.
 - 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?

Jungle Adventure cont'd

- 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
- 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 though, stay crouched down and slowly walk though 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!



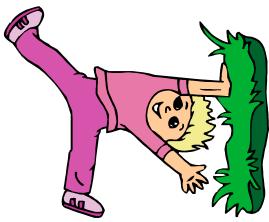
Jumping & Landing

(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!
- Ask them to show you how they can jump on the spot, jump forward, backwards, 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.

On the Move!

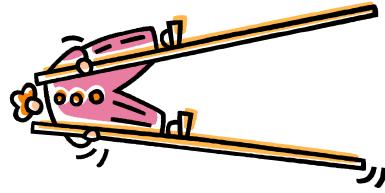
(locomotion, body, directional and spatial awareness)



- This activity can be done outside or inside and requires an open space that is free of obstacles.
- The purpose of this activity is to get the children moving by using various modes of loco-motion while at the same time staying out of each others' way. Only do this activity after the individual skills (galloping, sliding, etc.) have been previously practiced.
 - Emphasize imagination, use signal words like 'show me how to...imagine doing this...can you run like a...what would this look like?'
- Tell the children to spread out and to start walking around the area without bumping into each other. Once they have done this for about 45-60 seconds change the mode of loco-motion to something else like jogging, skipping, knees up – marching, kick backs (heel to butt), jumping, galloping, sliding, crawling, crab walking, etc. Switch the modes often but also repeat them many times during the course of the activity.
 - It may be a good idea to have music playing while the children are moving around, stop the music when the 45 seconds are up, tell the children what they are to do next/how to move and then start the music again.

Ideas for on the move (and other games where you can change the mode of loco-motion)...

- Walk heel to toe in a circle, square, straight line, triangle, draw a letter, etc.
- Walk slowly/quickly
- Walk forwards, sideways, backwards
- Walk lightly/heavily
- Walk at a low, medium, tall height
- Walk like you are sad, happy, angry, silly
- Walk on tip-toes, walk on heels
- Walk like a penguin
- Walk like an ant
- Run forwards, backwards, sideways (cross your feet over - in front and behind)
- Run with knees up/heels back
- Run in a circle/square/triangle/zig zag etc.
- Run on tip-toes
- Run with hands on hips



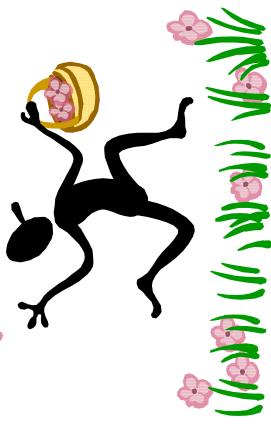
Ideas for on the move....

- Run like a wild animal
- Run like a cheetah
- Run like the wind!
- Hop on the spot
- Hop around on two feet (feet together or apart)
- Hop on one foot several times then the other, moving forward
- Jump from one side to the other – zig zag
- Jump and spin in the air
- Jump from one foot to the other
- Do a kangaroo hop!
- Skip forward, backwards
- Skip in a circle, square, zig zag, etc.
- Skip with a partner
- Skip fast/slow motion



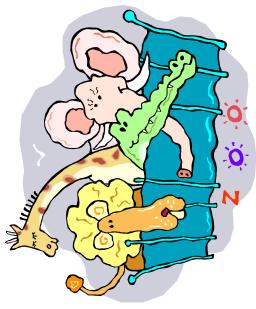
Ideas for on the move....

- Skip short/skip tall
- How would an elf skip?
- How would a giant skip?
- All of the above but while sliding or galloping instead of skipping
- Crawl like an ant, a spider, a cat, an alligator, a horse, a lion, an elephant, a dinosaur, etc.
- Crawl forwards, backwards, sideways, fast/slow motion
- Do front, back or log rolls around a circle, a square, a zigzag pattern, etc.



Animals at the Zoo

(locomotion, body and movement awareness)



- For this activity the group is pretending to go to the zoo. The teacher will be the leader and let the children know what animals they are about to see and explain that the children must act like the animals.
- Every couple of minutes yell out a different animal and lead the children around while they move like that animal:
 - Zebras – gallop
 - Crabs – walk on hands and feet with belly up
 - Crocodiles – crawl on hands and feet with left hand, left leg stepping forward at same time
 - Donkeys – hands on floor, kick legs back into the air
 - Gorillas – squatting down, walk on feet and knuckles
 - Turtles – walk on hands and feet in slow motion
 - And more animals as you wish

Follow the Leader

(loco-motion, chasing, movement, body and spatial awareness)



- It is beneficial to proceed this activity with the “on the move” activity.
- In “follow the leader,” the children are partnered up and are told that one of them is the leader and one is the follower. The teacher should randomly pair up the children and make sure that the children do not always end up with the same partner for all activities. The children can decide which partner is going to be the leader – tell them that they will both get a chance to be the leader. Tell the leaders that they must move all around the space in any direction they like, forwards, backwards, sideways and they can use any type of loco-motion they wish. For instance, jumping, skipping, crawling, galloping, etc. Tell the followers that they must follow their partner and copy how they move. If the leader crawls the follower must crawl and so on. Also, for safety reasons tell the follower to stay two giant steps behind the leader.
 - Allow about 90 seconds before switching roles. Roles can be switched many times as well as partners.

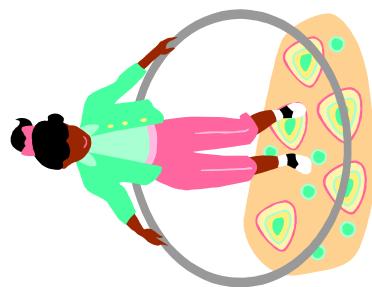
Variations:

- I. When the children are ready let them move to the playground where they have to move around obstacles and crawl up and down the playground equipment.
- II. Group the children into groups of 3 or 4, one leader and 2 or 3 followers, to make the activity more challenging.
- III. Add in a bunch of different coloured hula-hoops, spread them out over the ground. Have the small groups of children follow a leader, avoiding the hula-hoops by using different modes of loco-motion. When the music stops the instructor/teacher will yell out instructions such as “right hand in yellow hula-hoop!” “right knee in red hula-hoop” or “butt in blue hula-hoop” Every child should try to find the correctly coloured hula-hoop and place the correct body part in it, but they must stay with their group. Change the group leader and start again.

Loop Around the Hoops

(locomotion, body and spatial awareness)

- Hula-hoops are spread out with a large, laminated exercise card in the middle of each hoop.
- The children are to move (by specified loco-motion) around the area, avoiding the hoops.
- Once the music stops the children must move to a hoop and the teacher will yell out a number between 1 and 10 and they must do the activity that is on the card in the hoop that many times.
- The music is started again and the game is repeated.



Hungry Hungry Horses

(galloping, gathering, body, spatial and rhythmic awareness)



- Take the children outside, set up a boundary. Ask them if they know how horses move...walk, run, gallop, trot, etc.
 - **Galloping** – the same foot leads throughout the movement. Bring the back foot up to but not past the front foot. The front foot is then stepped ahead, the knees should be bent and the heels do not touch the floor.
- Explain briefly how to gallop and give a demonstration, showing the children how to gallop – perhaps a child might like to help demonstrate.
- Tell the children they are very hungry horses and they must gallop around inside their pen and gather up all the food they can; coloured scarves or balls can be used as the food. The horses must pick up their food and drop it in the correct bucket (match up the colours – Orange food, orange bucket). Ask the horses if they are still hungry, if yes, start the activity again.
- Make sure the ‘horses’ are galloping and that they stay inside their pen or “they will get stuck in the mud outside of the pen!”

The Gauntlet

(running, twisting and turning (dodging), throwing, movement, temporal and spatial awareness)

- Mark out a large rectangular shape or use a gymnasium with one group of children lined up at one end. The rest of the children are lined up along the two sidelines.
- The children on the end are to run to the other end without getting hit with a ball. The children on the sidelines are trying to hit the children running down the middle with soft, inflatable (Nerf type) balls.
- If a child gets hit with a ball then they move to the sidelines and try to hit other players. If a child in the centre catches a ball, the child who threw it has to join him in the middle.
 - Ensure that the children are hitting below the waist – no head shots!

TAG Games



- Tag games help reinforce and develop fundamental motor skills, especially those of loco-motion and stability. For instance they improve balance, dodging and chasing skills and spatial awareness.
- Tag games are also great because they are very active games providing good exercise. Everyone can play, they are fun, usually no equipment is needed, and most are easy to explain.

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.

Plain 'Ol Tag

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

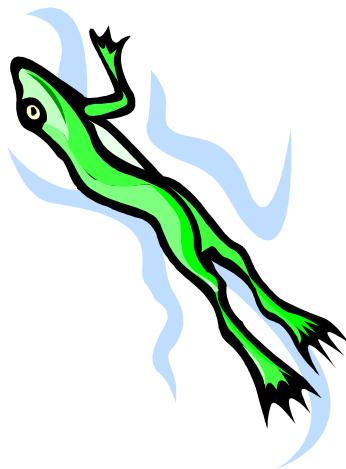
- One child is IT.
- The ‘tagger’ tries to tag someone. If you get tagged you are now IT – the new ‘tagger’ – and must try to tag someone else.
- Variations can include changing the loco-motor skills involved: speed walk, crawl on hands and feet, hop on one foot, skip, gallop, crab walk, etc.



Leap Frog Tag

(running, leaping, chasing, turning, spatial and movement awareness)

- One child is IT (the frog catcher).
- If a child gets tagged they must kneel on the ground, resting their head on the ground, covered by their hands. They are frozen in this position until another child leaps over them, leap frog style – see ‘leap frog’
- Change frog catchers often.



Octopus Tag

(running, chasing, turning, twisting, spatial and movement awareness)



- Three children (more may be needed if there is a large number of children playing) are *octopuses* and they must spread out in the designated area. They are stuck in the mud, so they cannot move their feet. They can however move the rest of their body including their tentacles (arms) to capture the 'little fish' that swim by.
- The rest of the children are the fish and they line up at one end of the area and on 'go' they must 'swim' down to the other end. If an octopus tags them then they become IT too and are stuck in the mud where they got tagged.
 - The children run back and forth from one side to the other until everyone has been caught.

Variation: all of the children run around freely in a designated area including the 'octopuses' who are IT. If you get tagged then you have to stop and plant your feet in the ground, you've become seaweed and you are IT as well (but you cannot move your feet).

Cats & Dogs

(running, chasing, turning, twisting, movement and spatial awareness)

- Partner up the children and scatter them in their own space, 10 feet away from their partner.
- One partner is the dog and one is the cat. On the signal the dog is to chase the cat, if the dog tags the cat they switch roles and the new dog has to do 5 jumping jacks (or whatever you choose) to give the new cat time to get away.
 - Keep switching roles if one gets tagged.

Elbow Tag

(running, chasing, turning, twisting, spatial and movement awareness)

- In this game everyone has a partner and they must link arms/elbows.
- The person who is IT runs around and instead of tagging someone, they try to link arms with them and if they do, the person linked on the other side must leave and they become IT.



Chain Reaction

(running, chasing, turning, twisting, spatial and movement awareness)

- Each child should have a partner and link elbows.
- One child is IT. When a pair of children get tagged they must release each other and they are now IT along with the original 'chaser.'
- The game continues until everyone is IT.



Catch their Shadow

(running, chasing, turning, twisting, spatial and movement awareness)



- This game must be played outside on a nice, sunny day.
- Two children are the shadow catchers and the rest of the children are trying to keep their shadows away from the catchers. Have an area marked off and on 'go' everyone will run around and the catchers will try to step on the shadows of the other children.
 - A child could do 10 jumping jacks, 10 push-ups, etc. to continue playing the game if their shadow gets stepped on.
 - Change the chasers often.

Ball Tag

(running, chasing, turning, throwing, spatial and movement awareness)

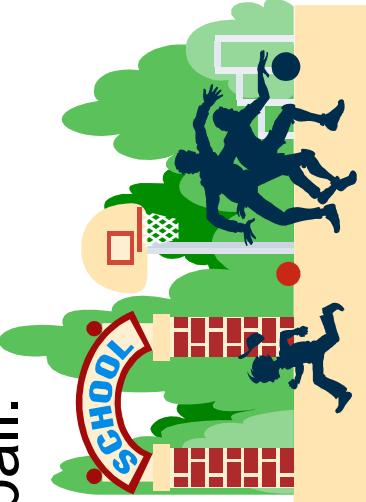


- Have two or more soft, inflatable balls for the game, depending on the number of children playing.
- When a child picks up a ball they have 5 seconds to throw it at another child to try and hit them (you can make up different rules such as underhand throwing only or hit only below the shoulders or waist, etc.). The child with the ball is only allowed to take three steps with the ball before they throw it.
- Once a child is hit with the ball they must do a predetermined exercise to get back into the game. The exercise could be 15 jumping-jacks, 10 push-ups, 20 crunches, 10 burpees, 15 squats, 20 calf raises, etc.
 - It may be a good idea to have a separate area for the children to do their exercise to get back in the game.
 - Also, if a child has a ball in hand they can still be 'struck out' by another child who has a ball.

Basketball Tag

(running, chasing, turning, twisting, dribbling, spatial and movement awareness)

- Two-thirds of the children each have a large bouncy ball. They must travel around the area bouncing/dribbling the balls. The rest of the children try to steal the balls from the first group. A ‘stealer’ must not contact the person bouncing the ball, she is only allowed to make contact with the ball.
- If a ball is stolen, that person will now try to steal a ball from someone else – but it cannot be the person who just took their ball.



Slime Tag

(running, chasing, turning, twisting, throwing, spatial and movement awareness)

- Three or four children are IT and they each have a green or yellow ball (a soft inflatable ball). They have to hit other players below the waist to ‘slime’ them so they become stuck to the ground and themselves.
 - The children who are IT can slime anyone except for each other.
- Most of the other children each have a blue or white ball, a “soap bubble.” These soap bubbles are used to un-slime team-mates – when a ‘slimed’ child is hit with a soap bubble they become unslimed.
 - Any child who is not IT can pick up and use a soap bubble to un-slime a friend.

Who's IT?

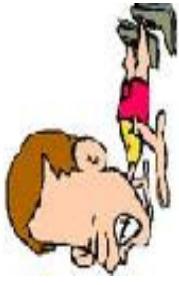
(running, chasing, turning, twisting, throwing, catching, spatial and movement awareness)

- Partner up the children and spread out the pairs in a marked area. Give each pair a soft object that is easy to catch and throw. While music is playing the partners throw the object back and forth, once the music stops the partner with the object has to run away from their partner who is going to try and tag them. Play the music and start from the beginning.



Stay Active Tag

(running, chasing, turning, twisting, spatial and movement awareness)



- Split the children up into 3 or 4 groups, designating each group by colour, number, animal, etc..
- Yell out a group name and that group is IT and tries to tag as many people as possible (change the group that is IT after a minute or two). Once tagged a child must leave the playing area and do a pre-arranged fitness task such as jumping jacks, crunches, push-ups, lunges and so on until the next group is called to be IT.

Activity Tag

(running, chasing, turning, twisting, spatial and movement awareness)

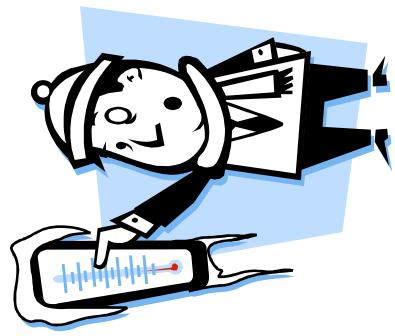


- This tag game comes from the traditional ‘TV Tag’ game.
- How it works – One child is IT. If a child is about to be tagged they can be saved if they squat down and yell out an activity they can do to stay healthy, such as “jumping jacks, biking, sledding, skiing, running, push ups...”
 - A child cannot say the same activity twice.
 - If they do not say an activity before the ‘tagger’ tags them then they become IT.
 - You may need a couple of ‘taggers’ and/or switch up the ‘taggers’ often.

Icicle Tag

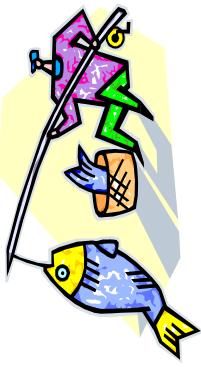
(loco-motion, chasing, turning, twisting, spatial and movement awareness)

- Designate a few children to be ‘icicles’. These children are IT and if they tag another child they freeze that child and they must stay frozen until a child designated as the ‘sun’ melts them by tagging them.
 - Designate one or two children to be the ‘sun’,
 - The ‘icicles’ cannot tag a child who is a ‘sun’.



Fisherman in the Sea

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

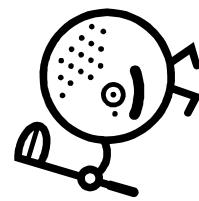
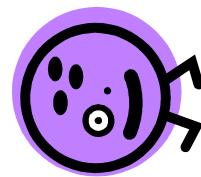


- In this game everyone lines up shoulder to shoulder at one end line. There is one child (the fisherman) in the middle of the area. Each child in line is given a name – always use three different names such as “jelly-fish, shark and tuna” or “seahorse, blue whale and star fish” and so on.
- The fisherman yells out one of the three names, “starfish!” and all the children who are starfish must try to run to the other end line without going out of bounds and without getting tagged by the fisherman. If they get caught then they must remain in the middle and become a fisherman as well. At any point the fishermen can yell out, “stormy seas!” and all the children have to run to the opposite side of where they are, so sometimes children may be running from both sides.
 - You can change the name of this game depending on your theme.



Manipulation Activities

- Objective – to develop and enhance manipulation skills such as throwing, kicking, catching and bouncing.
- The following exercises are good activities on their own or they can be grouped with other activities to practice a specific skill or be used in an obstacle course or stations.



Semi-circle Soccer

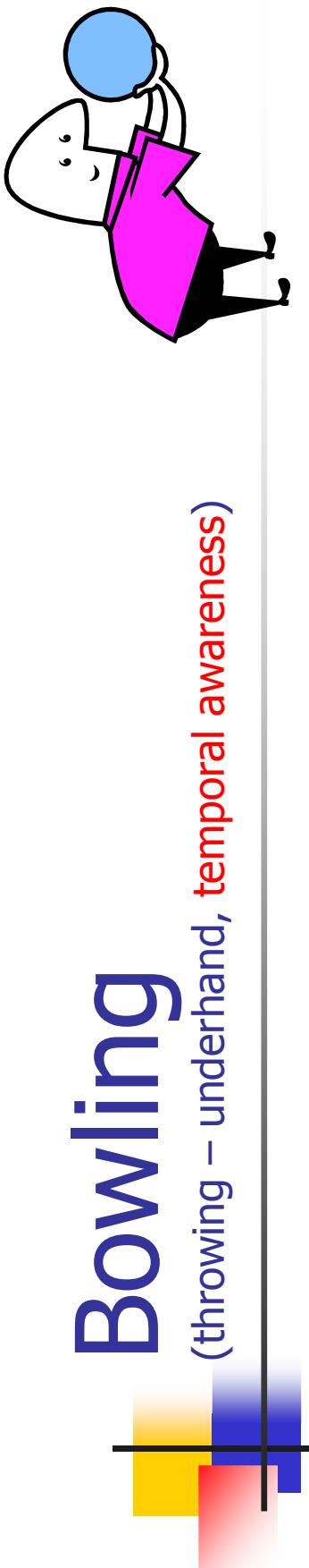
(kicking, transferring weight, **temporal and movement awareness**)

- 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.



Bowling

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



- Set up plastic bowling pins or washed milk cartons a few feet away from the children who are lined up in a single file. 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.

Balloon Toss

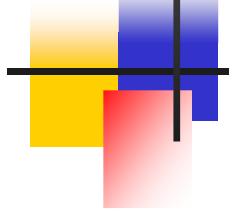
(throwing, catching, **temporal awareness**)



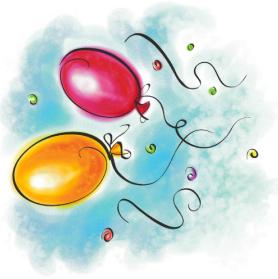
- This is an indoor activity so make sure the children have a large space to play in without running into any furniture or toys.
- Give each child their own balloon and tell them that they are going to practice throwing and catching their balloons but they must be careful and pay attention so they do not bump into each other.
- Tell the children to hold their balloons straight out in front of them. Then lower the balloons down to the front of their thighs, lift their arms up in the air and let go of the balloons.
- Now tell the children to follow their balloon with their 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)

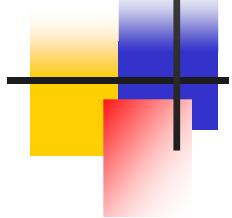


- Divide the children up into small groups and give each group a balloon. The children must keep the balloon up in the air while moving around the room. At different positions in the room a teacher will be holding up a hula-hoop and the children must bat the balloon through the hoop and continue moving throughout the room.
- Emphasize teamwork and coordination and avoiding collisions.



Who's That?

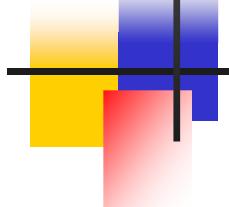
(throwing, rolling, catching)



- 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.

Catching

(body and temporal awareness)

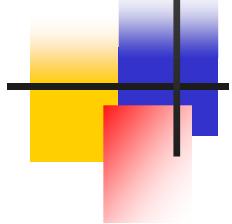


- Partner up the children and let them practice catching – tell them to toss the ball underhand.
- Start off with large, soft objects such as balloons, then beach balls, rubber, air-filled balls, grocery bags tapped into a ball, balls of yarn, paper balls, sponge balls, beanbags, foam balls and so on.



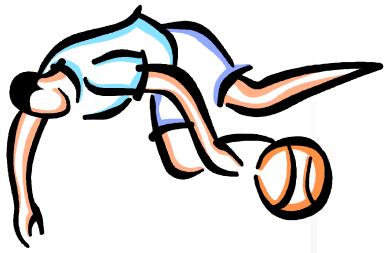
Bouncing

(bouncing, catching, movement, temporal and rhythmic awareness)



- To practice hand-eye coordination use a large, bouncy ball and let the kids practice bouncing and catching it.
- It is best to do this inside on a hard surface. Each child should have a ball (or share if needed) and be holding it with both hands. Instruct the kids to let go of the ball and then catch it. Tell them to gently push the ball downwards when they let it go so that it will bounce back up to them.
- Gradually instruct the kids on different skill aspects:
 - Bounce the ball down low by your feet, up near your waist then try and bounce it really high, up to your shoulders.
 - Bounce the ball hard and loud, soft and quiet.
 - Bounce it to the side of you, maybe behind you.

Bouncing cont'd

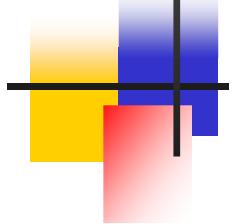


- Move around while bouncing the ball with two hands.
- Bounce the ball with one hand and catch it with two hands (in a stationary position) - use right and left hands.
- Bounce the ball continuously without catching it in between bounces. Instruct the children to spread their fingers out really wide and to only use their fingers to push the ball down and not the palm or heel of their hand.
- Move around the space while bouncing the ball with one hand.

- After practicing for a long time partner up the children so they can bounce the ball back and forth to each other.
 - Start with a two handed bounce pass.
 - After much practice with the two handed pass, a one handed pass can be used – encourage passing with the right and left hand.

Everyone has a Fan!

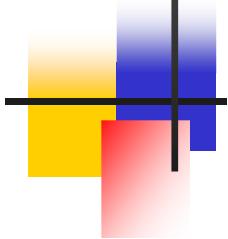
(manipulation, **body**, directional and rhythmic awareness)



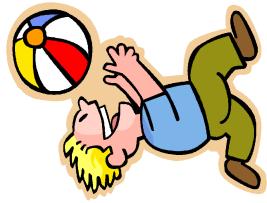
- Have each child make and design their own paper fan made of thick, construction paper – help them fold it properly.
- Divide students into 4 or 5 relay teams (a couple in each team). The first child in each group has to fan a tissue-paper ball across the room, around a box and back to the next person in line who does the same.

Attack Of the Balloons

(batting/hitting, dodging, movement, temporal, directional and spatial awareness)



- Spread the children out into their own personal space, making sure there are no obstacles. Mark out a boundary area.
- Throw out a bunch of balloons and tell the children that they are to bat the balloons with only their hands. The children try to bat the balloons at each other. If the balloon touches any body part except for the hands than that child has to run off to the side and do 10-15 jumping jacks (or any type of repetitive activity) to get back in the game.



Kicking

(kicking, **body**, temporal and directional awareness)



- This activity provides children with the opportunity to practice all the basic movements involved in the skill of kicking. It is best to do this outside in an open area, although you can play inside if balloons are used.
- If inside, make sure the area is not too crowded so the children can move around freely and do not kick each other. Start off with a stationary kick; have the children behind a line, place balloons just in front of the line and tell each child to stand directly behind one balloon. Next, they take a step forward with one foot so it is over the line (their non-kicking foot) and kick the balloon with the other leg (the kicking foot), emphasize kicking hard (encourage the children to alternate the foot they kick with). Once everyone has kicked their balloon tell them they can go pick up a balloon and bring it back to the line and repeat once everyone has a balloon and is out of the way.

Kicking cont'd



- When outside, follow the same process but substitute the balloons with large, inflatable balls – not soccer balls though as those are too hard to start off with. Slowly progress to smaller balls to improve foot-eye coordination.
- As the children become more comfortable with stepping into the kick gradually add on more instructions, one at a time, such as: look at the target before kicking; bend the kicking leg, keep the knee and foot loose (raggedy Ann/Andy leg); swing the leg forward and contact the balloon with the top of the foot or the instep; watch yourself kick the ball; let your foot follow the ball; lean forward to keep the ball on the ground; lean back to lift the ball in the air.

Kicking cont'd



- As the children's skills increase, start to emphasize accuracy over just distance or power. Set up various targets of different sizes at different distances.
- When the children become more familiar with kicking from a stationary position, encourage them to take a few steps up to the ball and then kick it, progress this to a running up to the ball.
- Next have the children start in a stationary position again but the ball is moving towards them and then they have to kick it while it is moving. Have the children lined up across from each other and they can kick the ball back and forth (it doesn't really matter if they kick it back to their partner, just as long as they kick it in that general direction and that everyone gets a turn).

Keep Away

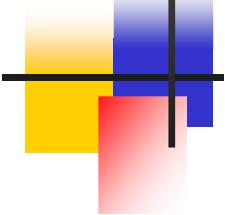
(running, chasing, turning, kicking/dribbling,
movement awareness)



- This is a great game to play with the children individually. While the children are having free time kicking the balls around, start to play keep away with some of them (switch it up regularly so no one is left out). To start the child has a ball and you try to chase them, this gets the child running and kicking at the same time. 'Steal' the ball from the child and have them chase after you for the ball – and of course they are such good chasers that they eventually get the ball back ;) Children love this game, it keeps them moving and they are just playing, not realizing it is developing their skills.

Soccer Skills

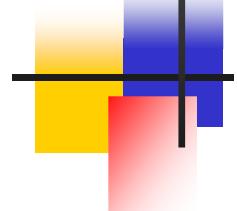
(kicking/dribbling, body, spatial, movement and directional awareness)



- Each child has an inflatable ball. Tell them to dribble the ball with their feet around the space without running into each other.
 - When they hear the word "stop" they must put their foot on the ball and stop.
 - When they hear the word "turn" they must stop the ball and change directions.
 - When they hear the word "switch" they must switch balls with someone else.

Shoes Off!

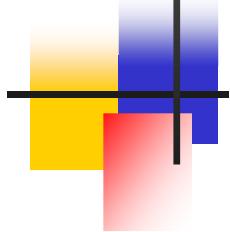
(kicking, body and directional awareness)



- Children love this game but you need a fairly big space (with a high ceiling) and preferably indoors because the children will end up in sock feet.
- Line the children up and tell them to untie one of their shoes and to take their heel out of the shoe. Have one of the teachers a fair distance away (far enough so it would be hard to hit them) and tell the children that on the words “shoes off!” they are to kick their shoe off their foot in the direction of the teacher – trying to hit the teacher which requires strength and accuracy. Now untie the other shoe and do the same. Stress that they must stay put after kicking their shoe so they do not get hurt.
- Sometimes, once everyone has kicked their shoes, it is fun to tell them to close their eyes and count to 10; the teachers will quickly spread out the shoes so when the children open their eyes they have to go searching for their shoes. Repeat.

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.

Punting

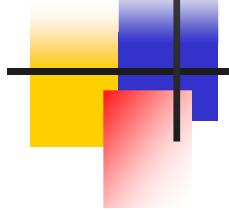
(punting, **body** and **temporal awareness**)



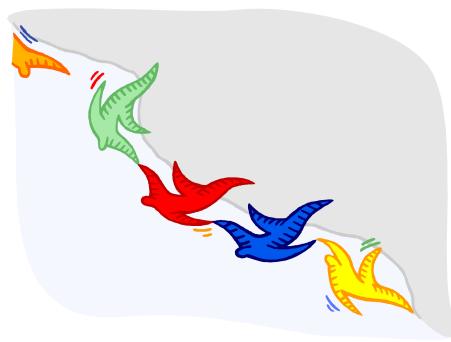
- To punt a ball is to kick it out of the air after dropping from your hands.
- Split the children into two groups. Tell the children with the balls to hold the ball out in front of them with both hands and to put their non-kicking leg forward. Now they are to let go of the ball and kick it before it hits the ground. The children in the other group 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 a number of inflatable balls inside a marked area. Make sure to 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 – try not to let any of the balls to come to a complete stop.
 - The same idea can be done with balloons indoors. Try to keep all of the balloons up in the air.



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 the pins – emphasize rolling and not throwing.
- Push ups
 - Have the children practice push ups (from their knees or toes) on tumbling mats – focus on proper technique: hands under shoulders, keep your tummy and back tight and in a straight line – do not let your body sag or stick your the butt in the air, lower your body until your chin almost touches the mat.

Ideas for Stations cont'd



- **Hitting/batting** – face your body perpendicular to the direction of where the ball should go.
 - Place 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.
 - 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



- 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. Proper crunches: place your feet flat on the floor, knees bent at 90 degrees, pretend there is an orange between your chin and chest (so your chin doesn't touch your chest) only the shoulder blades need to be lifted off the floor; relax and lower your body all the way back to the mat.
- Hop-scotch
 - Traditional (with markings taped on the floor) or with hula-hoops – emphasize hopping and jumping.
- Jumping
 - Jump over soft objects, jump onto and off a small, sturdy object like a low balance beam, jump side to side, etc.
- Punting
 - Have the children punt a ball past a certain distance/target.

Ideas for Stations cont'd

- Galloping
 - Have the children gallop to one side of the room, collect as many 'apples' as they can and then gallop back – remember when galloping, bring the back foot up to but not past the front foot, the front foot is then stepped ahead and 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.
- 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 your 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 spot on the floor and that will help their balance, also tell them they can hold onto their ear (if standing on the left leg, hold the left ear – fun little trick).

Ideas for Stations cont'd



- **Kicking**
 - Use a balloon when inside and something else very light for outside so that when the child kicks the object it won't go very far – stations should only need a small 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."
- **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 at 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.

Throwing

(throwing, body and temporal awareness)



- This activity provides children with the opportunity to practice throwing and getting used to the basic movements involved. This can be done outside or inside if there is enough space. When inside, use softer balls like balls of yarn, bean bags or grocery bags crumpled up and tapped together. If outdoors, use tennis balls or other small balls that are easy for the children to hold.
- Give each child a ball and have them line up. Yell fire! This is the signal to throw the ball as hard as they can out into the field. Once everyone has thrown their ball they can run out and collect a ball to throw it again. It may be useful to have distance targets to aim for. When inside, have the children line up on one side of the room and get them to throw the ball to the other side, making sure there are no breakable objects in the way.
 - Instruction ques on next page...

Throwing cont'd



- The first few times doing this activity just let the kids throw without any corrective feedback. Then start to focus on a specific skill like stepping forward with the opposite leg – 'stepping into the throw'. For this it helps if the kids are behind a line and they have to step over this line with one foot.
- As the children have more and more practice, gradually add on more instructions one at a time and let them practice each one for a while, such as: looking at the target; pointing the non-throwing hand at the target; bringing the throwing arm/elbow up and back behind the head; twisting the body to the side and then to the front as the arm throws; following through with the throwing arm (letting it come across the front of the body to the opposite side).

Throwing cont'd



- When the children become comfortable throwing from a stationary position, have them take a few steps and then throw the ball. Then move on to catching a ball and then throwing it back (to a partner).
- The same process for overhand throwing can be applied to underhand throwing. The only difference being the skills involved: point the non-throwing arm at the target; step towards the target with the leg opposite to the throwing arm; swing the throwing arm down and to the back; swing the arm forward and up; let go of the ball, letting it roll off the fingers just as it passes the front leg.

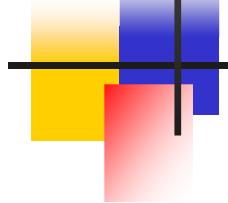
Throwing cont'd



- As the children practice these individual skills and start to put them together, have the children start with their feet together and then step and then swing arm back then forward, throwing the ball. Gradually progress this to: standing with feet together, swing throwing arm back, take a step forward, swing arm forward and let go of the ball.

Dodge Ball

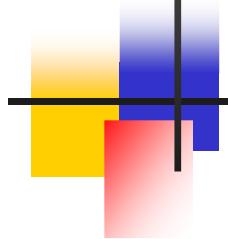
(throwing, catching, dodging, temporal, spatial and directional awareness)



- Mark off a large area with children on the inside and outside. The children in the inside are the dodgers and the children on the outside are the ones throwing the balls (soft, Nerf or inflatable balls). Make sure the throwers aim below the waist.
- When a thrower hits a dodger they switch positions (better than complete elimination and the game can continue longer).
 - The children on the outside of the circle can pass/throw the ball to other team-mates around the circle to work together to get someone out.

Doctor Dodge Ball

(throwing, catching, dodging, temporal, spatial and directional awareness)



- This version of dodge ball cuts down on inactivity time and elimination.
- Mark an area with a centre line, a team on each side. Use soft inflatable balls to throw and emphasize aiming below the waist.
- Secretly choose one doctor on each team. Explain to the children that if they get hit by a ball that they are to do 3 push-ups and then sit down. They are free when the doctor on their team touches them. However, if the doctor gets hit with a ball he or she cannot be saved. Once everyone on one team is 'out' start the game over.





Dodging Bowlers

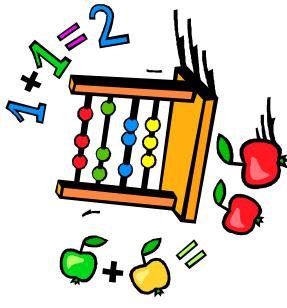
(throwing, dodging, **directional, spatial and movement awareness**)

- Divide the children into two teams. The gym/area is divided in half with one team on each side. Set up a number of bowling pins at the far end of each team's area. Place a number of balls in the middle between the two teams.
- The objective is to knock down the other team's pins with a ball (by throwing or rolling it) and to acquire more team members* (to help accomplish the goal of knocking down all the pins). The pins cannot be set up again if they are knocked down, even if a team knocks down their own pin by accident.
 - *If a child is hit below the waist with a ball they must switch teams.
 - The game is over when all the pins on one team are knocked down.

Same & Different

(collecting/matching, loco-motion, **body**, **directional** and **spatial awareness**)

- For this activity pairs of objects will be needed such as two tennis balls, two blue soccer balls, two pink scarves, two red blocks, two toy cars, etc.—this activity works best if there is an even number of children.
- Give each child an object and tell them to spread out so they have ‘personal space’—no one else can be in this space at the same time (their own ‘bubble’). Explain to the children that if they can touch another person then they are too close to them. Now tell the children to search for a friend who has the same object as them.
- You could vary the loco-motor skills used to move around the space, encouraging personal space.



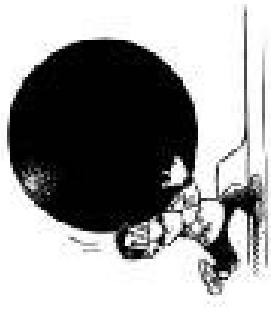
Same & Different cont'd



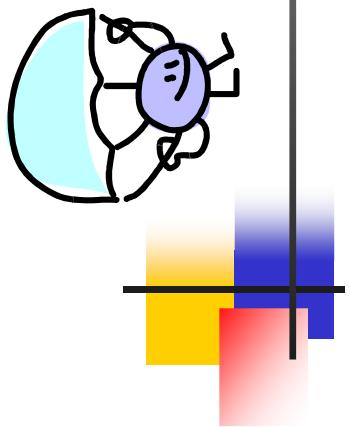
- Once they have done this ask them to switch objects with their friend and then they have to go find a new friend with the same new object. Next tell the children to find a different friend who has a different object.
- This was a lead up activity, now gather all the children into a circle and explain to them that other things can be matched up too, like movements. Tell the children to spread out again with their partner and now they are to copy their partner's movements. One partner is to follow the other and to copy their movements, if their partner jumps they jump, if their partner skips they skip, etc.
- Next, tell the children to find a friend with a different object and to move differently from each other – so that if your friend is hopping you should not be hopping but maybe jogging. Keep switching partners until the students have worked with many different students.

Battle Ball

(throwing, **body** and **temporal awareness**)



- This game can be done inside in a big area or outside on a nice day, if it's not too windy.
 - Place a blown up beach ball in the middle and have the children spread out in a circle, a couple meters away from the ball.
 - The object is to try to move the beach ball by throwing beanbags at the ball.
 - Encourage the children to step into their throw and to throw hard so the ball will move.
 - Make sure the children don't get too close to the beach ball and that everyone is getting a turn.
 - Return the ball to the middle periodically.



Parachute Games

- Parachute games are great because they require teamwork and are non-competitive.

- A light blanket or sheet can be used instead of an actual parachute – a good idea is to cut out a hole in the centre so it is easier to lift. Also, if a light coloured sheet is used the children could maybe take a couple of days to decorate it with paint, markers, etc.

Waves

(manipulation, body, directional and rhythmic awareness)

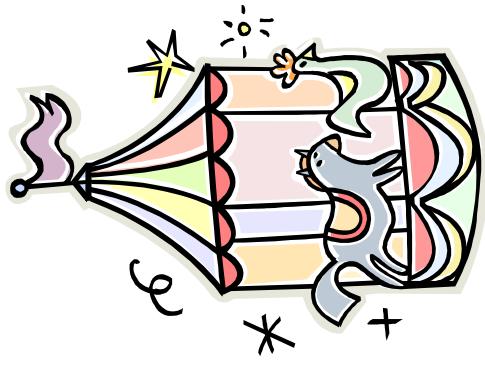
- The children should be standing up holding onto the edges of the parachute.
- Tell them to make BIG, BIG waves by lifting their **arms** up high and down low. Then make small little ripples by lifting the parachute up and down really fast by using their wrists (more than their arms).
- Now try to get the children to sit down while still waving the parachute – continue making waves while sitting.



Merry-go-round

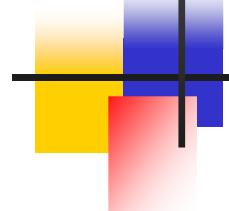
(manipulation, running, sliding, **body, directional and rhythmic awareness**)

- While making small waves get the children to pretend they are on a merry-go-round and they must move in a circle.
- They can change directions, go faster or slower, make BIG or small waves.



The Ocean

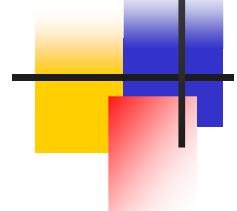
(manipulation, movement, body and rhythmic awareness)



- This game is great for encouraging creativity.
- The parachute has become the ocean and the children are to move the parachute according to the weather.
 - The teacher will yell out, "I heard on the weather report this morning that there is a slight breeze over the Atlantic," or "...there is a snow storm coming, a hurricane, a beautiful, sunny day, rain, hail, a shark! (a good idea is for a teacher to run under the parachute while sticking a hand up like a shark fin and run it along the top of the parachute).

Fanning

(manipulation, body and rhythmic awareness)

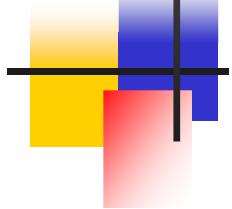
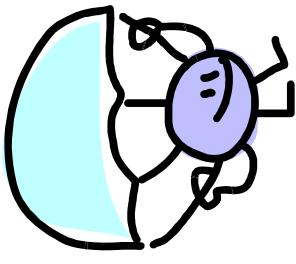


- The children make BIG waves while one child lies on the ground underneath the parachute and can relax with a nice breeze.
 - This is a good activity for a hot day.
 - Each child should get a turn.



Mushroom Cap

(manipulation, **body**, movement and directional awareness)



- Tell the children to stop making waves and let the parachute fall to the ground but still hold onto the edges.
- On the count of three, everyone lifts the parachute up as high as they can, step underneath it and bring the parachute down behind them and sit on it.
- This should cause the parachute to balloon upwards to look like a mushroom cap and everyone will be inside the mushroom or 'dome.'

Popcorn

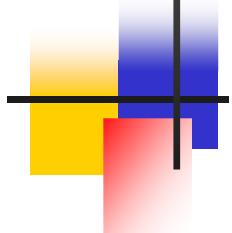
(manipulation, movement and directional awareness)

- Have the children standing up, making large waves and throw a few soft balls on top of the parachute.
- They will bounce around on top of the parachute like popcorn. Encourage the children to 'cook' the popcorn by making it fly out of the pot (off the parachute onto the floor).



Switch

(manipulation, body, movement and directional awareness)



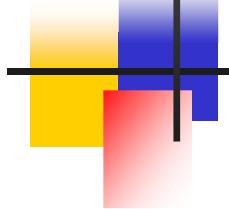
- All the children are standing, holding onto the parachute and they ‘mushroom’ the parachute up – as in the “mushroom cap,” activity.
- The teacher will yell out, “switch if you are wearing blue! Switch if you were born in May!” and so on. The children have to run over to the opposite side of the circle before the parachute falls on them.

Switcheroo

- A variation of Switch.
- The difference here is that the children are numbered one to three and once the parachute is mushroomed up, a number is called out along with an action. Ex. “Number ones are elephants; number twos are monkeys, number threes are dogs, etc.” The children then have to cross to the other side acting like an elephant, monkey, dog etc.

Shark Attack

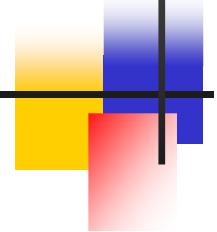
(manipulation, movement awareness)



- Have the children sit down holding onto the parachute with their legs out straight underneath it.
- One child is designated as the shark and they must 'swim' around in the water (under the parachute) - make waves in the water with the chute so it is hard to see where the shark is. The shark gets hungry and grabs someone by the feet – they switch positions and the victim becomes the new shark.



Rhythmic & Creative Movements

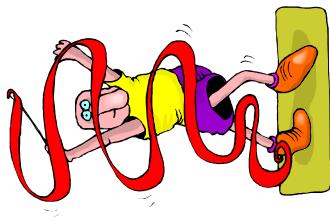


- Creative movements allow children to express themselves, to communicate, to develop motor patterns, perceptual skills and to improve memory skills.
- Rhythmic movements help to develop coordination and body, spatial, directional and temporal awareness.

Free Dance

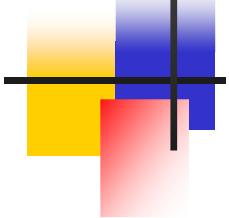
(locomotion, **body, movement, spatial, temporal and rhythmic awareness**)

- Have a good selection of various types of music (such as “the Worm Dance” from Active for Life II or “Eat Right! Stay Fit!”)
- Play the music and just let the kids dance around the room – without running into anyone. Students improvise, create, and perform dances based on their own ideas.
- You can give them suggestions however if they are having trouble; ask them to dance like their favourite animal or character from TV, movie or a book.



Jumpy Jack Rabbit

(jumping, hopping, body, spatial, directional, temporal and rhythmic awareness)

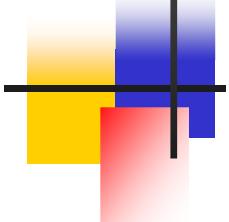


- Partner up the children and have them spread out.
- Partners are to join hands and then dance to the following song that everyone recites:
 - *Jump, jump, jump Jack Rabbit*
 - Jump to one side, then to the other side, then take three, small, hops (on the spot)
 - *Take a little whirl, and around you go!*
 - Release your partner and turn around by taking small hops on the spot



Do the Mambo!

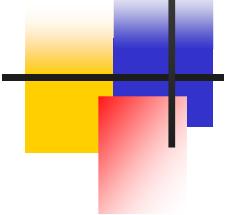
(locomotion, body, movement, temporal, directional and rhythmic awareness)



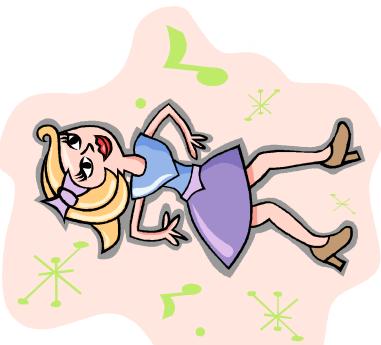
- Play upbeat music, do some basic dance moves and tell the children to follow your move.
- Next have the children come up with some new dance moves to show to the class.
- Keep adding on new moves, encouraging the children to use their imaginations.
 - Try to put together a sequence of moves to create a dance.

Do the "Hokey Pokey"

(locomotion, body, movement, temporal, directional and rhythmic awareness)



- Sing the following and do the movements:
 - Put your right foot in
 - Put your right foot out
 - Put your right foot in and shake it all about
 - Do the Hokey Pokey and turn yourself around
 - Repeat above with the left leg
 - Put your right arm in
 - Put your right arm out
 - Put your right arm in and shake it all about
 - Do the Hokey Pokey and turn yourself around
 - Repeat with the left arm...



Hokey Pokey cont'd

- Put your right elbow in
- Put your right elbow out
- Put your right elbow in and shake it all about
- Do the Hokey Pokey and turn yourself around
 - Repeat with the left elbow
- Put your head in
- Put your head out
- Put your head in and shake it all about
- Do the Hokey Pokey and turn yourself around
- Put your right hip in
- Put your right hip out...

Hokey Pokey cont'd



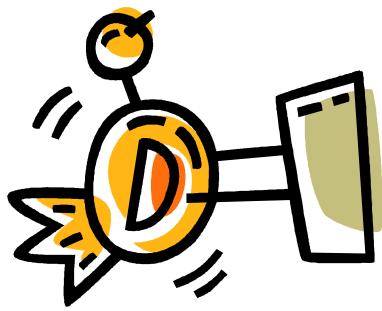
- Put your right hip in and shake it all about
- Do the Hokey Pokey and turn yourself around
 - Repeat with the left hip
- Put your whole self in
- Put your whole self out
- Put your whole self in and shake it all about
- Do the Hokey Pokey and turn yourself around

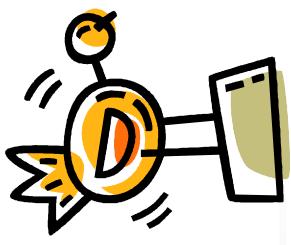
- Put your backside in
- Put your backside out
- Put your backside in and shake it all about
- Do the Hokey Pokey and turn yourself around...
THAT'S WHAT IT'S ALL ABOUT!

The Chicken Dance

(locomotion, **body, movement, directional and rhythmic awareness**)

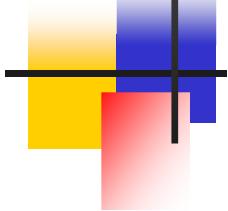
- You must have access to a tape/CD player with a copy of the “chicken dance” song.
- Play the music, during the verses have the children move about an area, using a pre-determined locomotive skill (running, hopping, skipping, etc.). During the chorus all the children should come to a halt and face the middle where the teacher is and do the “chicken dance.” – see next





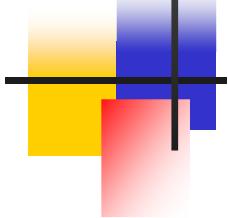
Movements to 'chicken dance'

- Hold your arms up, elbows close to your sides, hands in front of shoulders and pretend your hands are beaks. "Chirp" your fingers four times.
- With your arms in "wing position" (hands tucked in armpits, elbows out to the sides), flap your wings 4 times.
- Now "wiggle your tail feathers" down to the floor 4 times.
- Clap your hands 4 times while standing back up.
- Repeat all of the movements above three more times, to complete the chorus.



Imagination is FUN!

(locomotion, body, movement, spatial, directional and rhythmic awareness)



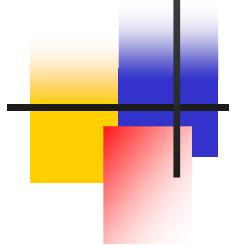
- This activity allows the children to use their imaginations and be creative with their movements.
- Play some up beat music and yell out to the children "show me how to be a zebra, a windmill, a bicycle, an elevator, a stop sign, a frog, a toad, the ocean, a bug caught in a spider web, a robot, an alien, a bird learning to fly, a sea creature, a skier, a basketball player, a surfer, an astronaut, a Jack-in-the-Box" and so on.

"Imagination is more important than knowledge."

- Albert Einstein

PopCorn Kernels

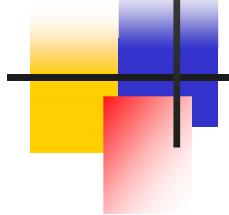
(locomotion, **body**, movement, spatial, awareness)



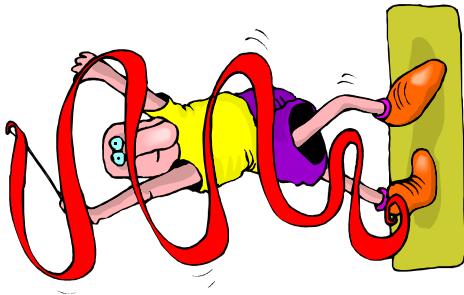
- The children are scattered about the room, lying down on their backs.
- Ask them to be very, very quiet and not to move – they are un-popped popcorn kernels and they don't want to pop too early or they may burn in the pot.
- Pretend to turn up the heat on the stove and let the children know that they should be starting to get warm. It's getting hotter and hotter, the kernels are starting to pop all over the place (their legs and arms should be flailing all around). The children should eventually make it to their feet and hop around.
- Now tell the children that the heat is turned off so they are starting to cool down and they are finished popping. The popcorn must settle down before it is done.

Follow the Rhythm

(locomotion, body, temporal, directional and rhythmic awareness)



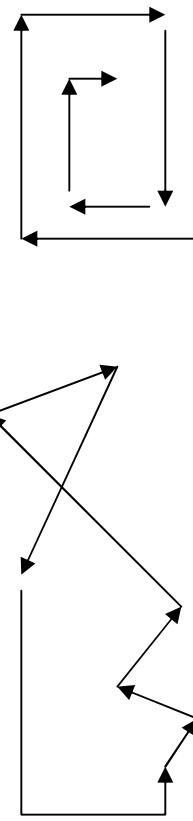
- Explain to the children what a rhythm is and ask them to follow your rhythm – start with clapping, clap fast, clap slow, change it up and see if the children can follow along. Switch to making rhythms with your feet, stand up and encourage everyone to walk in sync with your steps. Progress into different loco-motor skills such as marching, galloping and perhaps skipping.



Confusion Square

(locomotion, **body, directional and spatial awareness**)

- Draw a large map of the path you want the children to follow, for example:



- Set up objects/markers and arrows around the path.
Explain the path, "run to the slide, hop around the sandbox, creep around the tree, gallop across the field, etc."

Winter Activities & Games



Snow Tag

(running, chasing, turning, twisting, spatial and movement awareness)

- The more snow the better with this game. The concept is the same as original tag.
- Play follow the leader with the kids to mark out a path in the snow such as a ‘wheel’ with spokes into the middle, a square with a cross in the middle, etc.
- Once this is done, one child is IT and all the children must stay on the path. If a child gets tagged they become the new ‘tagger’.



Hunt for the Red and White

Candy Canes

(locomotion, collecting)



- Go outside and hide a bunch of red and white plastic (or real) candy canes in the snow.
- Send the kids outside to find as many canes as they can, placing them in a candy can bucket in the centre of the field/area.

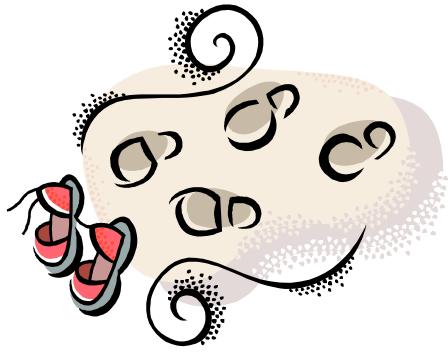
Follow the Leader

(locomotion, chasing, transferring weight, turning, twisting and body awareness)

- A teacher will be the leader, making footsteps in the snow for the children to follow.
- Take big steps, little steps, spin in a circle, move fast and slow, try to make it challenging for the children to follow the footprints – encourage the children to only step into the prints you have left behind.

• Variation: ‘Cover Your Tracks’

- Let one of the children be the leader.



Snowling

(throwing/rolling, directional and body awareness)

- Pre-make the ‘snowling rocks’ – freeze water in margarine containers.
- This game is basically bowling outside in the snow.
- Set up a few pins (any object will do) at one end of the yard, field, driveway, etc. Let the children take turns sliding the ‘snowling rocks’ toward the target. This activity works best on hard packed snow or ice.



Nature's Canvas

(transferring weight, bending, stretching, twisting, body and movement awareness)

- In fresh or untouched snow, spread the children out (or they can work together) and ask them to draw a shape, a picture, a letter or a number in the snow with their footsteps.

- To make large pictures the children could use their whole body as well as their feet to make impressions in the snow.



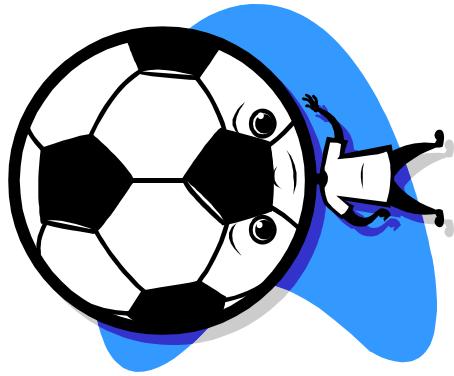
Winter Treasure Hunt

- Hide easy-to-spot objects (i.e.. brightly coloured) in and around the playground area – in the snow.
- Give each group of children a map of where the objects are or just tell them what objects they are looking for and to bring them back once they have found them all.

SnoOCCer Skills

(locomotion, turning, transferring weight, kicking, chasing, body, movement, temporal and directional awareness)

- You can adapt a game of soccer or any of the soccer skills in the previous section of ‘manipulation activities’ for the winter.
- Use a softer ball that won’t become too hard in the cold weather.



Snowman Tag

(locomotion, chasing, turning, spatial and movement awareness)

- This is the same as Icicle Tag.
- Designate a few children to be ‘freezers’. These children are IT and if they tag another child they freeze that child into a snowman and they must stay frozen until a child designated as a ‘melter’ melts them (by tagging them).
- Designate one or two children to be the ‘melters’
- The ‘freezers’ cannot tag the ‘melters’
- You may want to tie different coloured scarves around the ‘freezers’ and ‘melters’ to distinguish them.



Hopscotch

(jumping, hopping, skipping, body and directional awareness)

- You can play any type of hopscotch game in the snow, just put some food colouring into a spray bottle and spray the snow to mark out the lines.



Tobogganing!

{(balance, transferring weight, spatial, directional and vestibular awareness)}

- Let the children go tobogganing/sledding on crazy carpets, old fashioned toboggans, sleds, etc.
- Safety is a big factor with this activity but it is a great way for the children to get exercise and it helps to develop their balancing and kinesthetic awareness (spatial, directional and vestibular awareness, etc.) and it is great fun for all involved!

