

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Bean Bag Balance	■	■		Effort awareness, spatial awareness	Numeracy
Drop and Catch		■	■	Effort awareness, relationship awareness	Language & literacy (colors), numeracy
Leap's Jumping Adventure	■	■		Relationship awareness	Language & literacy
Let's Make a Healthy Pizza	■		■	Spatial awareness, effort awareness	Numeracy, language & literacy, nutrition
Road Blocks	■	■		Spatial awareness, relationship awareness	Language & literacy, problem solving
Roll and Run	■		■	Effort awareness	Language & literacy (colors, direction)
Strike It		■	■	Effort awareness, spatial awareness	Numeracy
Tip Toe through Puddles	■	■		Effort awareness, spatial awareness	Language & literacy, numeracy
Track Meet	■			Effort awareness, spatial awareness	Language & literacy
Walk the Line	■	■		Spatial awareness	Language & literacy

Equipment and Loose Parts List

- Bean bags
- Blocks (to raise hurdles on)
- Boxes/baskets
- Cones
- Chalk
- Floor markers or carpet squares
- Foam noodles
- Food-like Loose Parts
- Foot cutouts
- Hula hoops
- Large balls (such as beach balls, foam balls, playground balls)
- Music
- Natural items (such as sticks, stones, pine cones, etc.)
- Racquets, rackets or paddles
- Ribbon for finish line
- Rope to hang Loose Parts from
- Scarves
- Small balls
- Soft bats (optional)
- Soft objects that can be suspended
- Soft toys
- Tape

Equipment:

Bean bags or soft toys, line

Instructions:

Tell the following story or read a book about balancing.

“Glide the Bird was walking around with her head down. She kept bumping into things. Blue the Caring Cub said to Glide, ‘Glide, why do you walk with your head down looking at the ground? You should walk with your head up so you can see where you are going.’ Glide thought about this and asked Blue if he could help her walk with her head up. ‘Sure,’ said Blue. ‘We can practice by balancing a bean bag on your head.’”

“Who knows how to balance a beanbag on their head? Who else walks straight balancing things on their head?” Talk about standing straight with your head up to balance.

“Now let’s pretend we are trapeze artists at a circus and are going to walk on a tightrope.” Remind the children they need to walk very straight with their heads up so they will not fall off the tightrope.

- Place a bean bag or small, soft toy on the child’s head.
- Have the child walk from one point in the room to another without dropping the bean bag. If the bean bag falls off, just have the child pick it up and replace it on his/her head.
- Vary the speed (fast, slow), direction (forward, backward, sidestep), pathway (straight, curved, zigzag).

Tips:

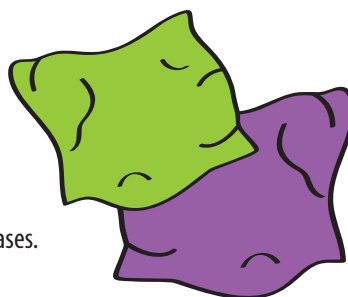
- Suggested book: *Balancing Act* by Ellen Stoll Walsh
- Change the scenario — have the children be dancers, water jug carriers.
- Walk outdoors on edges of sandboxes and curbs.

Alternatives/Adaptations:

- If a child has difficulty, start by having the child first hold onto the bean bag on his/her head with one hand, gradually letting go as the child’s confidence increases.
- Try this on tip toes!
- Try squatting down and picking something up while balancing bean bag.

CUE WORDS

- Straight back
- Eyes forward
- Arms out



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness, spatial awareness	Language & literacy (speeds, directional concepts)
Walking	Balancing	—		

Drop and Catch

Equipment:

Large balls (such as beach balls)

Instructions:

NOTE: This activity is for Twos and Preschoolers and follows Catch It!

"It's snack time and Swing the Monkey has offered to climb up into the big tall fruit tree to pick fruit for all of his Be Active Kids friends. Can you stand under the tree and catch the fruit as Swing drops your fruit snack down to you?" You can start by reading a book about catching.

1. Have child stand 3 feet away from you.
2. Drop a ball into the child's arms so the child can catch it.

"Everyone will have a chance to catch the dropped ball. Then we will practice catching it when I toss it to you."

1. Demonstrate "ready hands" – hands parallel and open next to each other.
2. Have the child put his/her hands in the ready position.
3. Toss a beach ball or fairly large ball to the child so he/she reaches with arms up and fingers pointing out.

Tips:

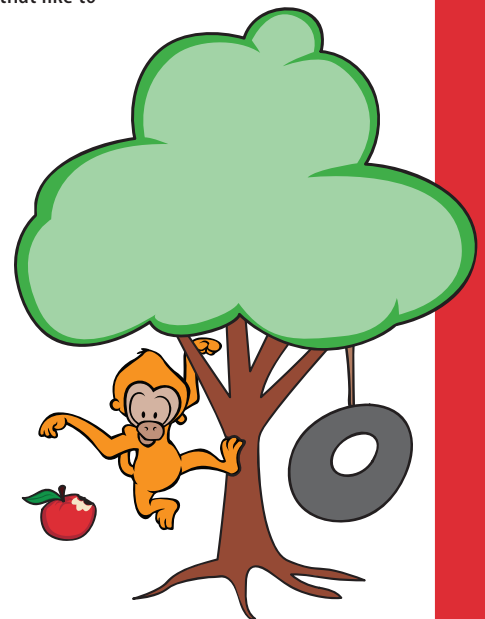
- To limit waiting and increase practice, have other adults or children help drop and toss.
- Introduce a book (A Ball for Daisy by Chris Raschka): "People can catch balls. Are there animals that like to catch balls?" (Dogs, seals.) "Here is a story about a dog that likes to catch balls."
- Be sure to use light/soft objects so not to scare or hurt the child.

Alternatives/Adaptations:

- Vary distance according to child's abilities, increasing the distance as the child's skill improves.
- A beach ball may be too large or too light in weight. A weighted ball such as a playground ball works well.
- A less inflated ball is easier to catch.
- For children having a hard time catching, first place the ball into the child's arms.
- For children ready for more challenge, move farther away when tossing the ball.
- For a child with mobility difficulties, these activities can be done sitting. Use a geoball or Slo-Mo ball for easier gripping.
- Bounce Catch: stand a short distance in front of child, bounce the ball on the floor so it moves toward the child and have him/her catch it.
- Use objects that make noise to with tracking and fun.

CUE WORDS

- Ready hands
- Watch
- Thumbs up



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness, relationship awareness	Language & literacy (vocabulary)
—	—	Catching		

Leap's Jumping Adventure

BE ACTIVE KIDS®

Equipment:

Foam noodles, bar at varying heights, music

Instructions:

"Remember how Leap the Rabbit likes to jump. She jumps all over the place. Today she needs to get across the river. Of course she plans on jumping across, but first she needs to practice jumping over things. She is going to jump over a log. A log is like a hurdle. Who knows what a hurdle is? (Let children respond.) A hurdle is something you jump over. You might jump over a hurdle in a race, or a horse or a dog might jump over a hurdle. Let's try to jump over the hurdle."

"We are going to pretend that these hurdles are logs over a river. You need to jump over them so you do not get wet."

- Start with a foam noodle cut into a 3-foot length on the floor. For low hurdles tape the foam noodle to the floor. You can also tape the noodle to a block for height.
- Place noodles in a large circle, square, or line with space between to form a continuous path. Children can jump over hurdles one after another. Use different color noodles and have children say the name of the color of each noodle.
- Demonstrate jumping over the hurdle. Have music playing as children start jumping.

Tips:

- Progress to higher hurdles. Noodles can be raised on foam shape holders. Some plastic blocks and cones have holes in them. You can use a bar that is placed into holes in cones or block.
- Have no more than two to three children at one hurdle at a time to decrease wait time. Have children cheer for their classmates as they go over the hurdle.

Alternatives/Adaptations:

- For younger children or children who cannot jump, have them step: *"Sometimes it is hard to jump over the log. Let's start by stepping over the logs."* Children will step over one leg at a time before they are able to do a two-foot jump.
- To increase difficulty, have the children run up to hurdle and practice leaping over it (taking off with one foot and landing on the other foot).
- Have children climb over with hands and then feet as if they are making a bridge.
- Prop some hurdles high enough so non-walking children can crawl under them.
- For children in wheelchairs, put hurdles higher so they can roll under them.

CUE WORDS

- Bend your knees and then jump.
- Leap: one foot to other



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Leaping, hopping	Jumping, landing	—	Relationship awareness	Language & literacy

Equipment:

Hula hoops, bean bags, hacky sacks, food-like Loose Parts, one hoop per one to two children

Instructions:

- "A pizza is made up of lots of things. What are healthy things we can put on a pizza?" Have children name things they could put on a pizza. Talk about the toppings and what is healthy.
- Spread bean bags or other Loose Parts on one side of the play area and hula hoops on the other side of the area. Position one to two children opposite each hoop. Provide several bean bags or Loose Parts for each child. These are the pizza toppings.
- Have children say the type of healthy toppings they are going to put on the pizza.
- Children take one "topping" at a time to the pizza.
- Children go back and forth using different locomotor skills (hopping, running, skipping, etc.) putting one topping on at a time.
- Have children count how many toppings are on their pizza.

Tips:

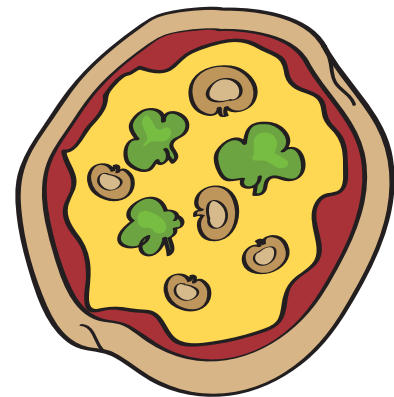
- Read a book such as *Curious George and the Pizza Party* by H. A. Rey, Margret Rey, and Alan J. Shalleck. It includes recipes for making healthy pizzas.
- Be sure children place their toppings in the hoop, rather than throwing them.
- Use laminated food pictures or plastic food.
- To reduce waiting time, provide lots of pizza toppings, and have children move freely.

Alternatives/Adaptations:

- Use different locomotor and manipulative skills depending on each child's abilities.
- Use animal walks as different ways of moving.
- For children with limited mobility, vary the distance from the start to the hoop.
- Make this an exercise pizza. Have children pick up a piece from the pizza, and then name different types of ways they can move to be healthy such as jumping. Then have all of the children move that way.
- Vary the movement from running to hopping, jumping, etc. and the amount of effort (fast, slow) for more challenge and fun. Children can hold hands with a friend and run together.

CUE WORDS

- Run
- Healthy food
- Heart Check



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, Effort awareness	Numeracy, language & literacy, science (nutrition)
Varied	—	Tossing, throwing		

Equipment:

Boxes, chairs, tunnels, cones, carpet squares, etc.

Instructions:

This is a great outdoor activity.

“Sometimes, when you want to go from one place to another there are things in your way. Dart the Dog and Swing the Monkey want to go down the path but there are things in their way. There are lots of ways to get around those things — they can go over, under, around, and through them. Can you show them how to go down the pathway?”

- Place large items in pathways. The pathway can be any shape — straight, curved, circular, zigzag. The objective is for children to figure out how to get past the obstruction.
- Children can walk, run, climb over, climb through, or roll under the obstruction depending what is in the way.

Tips:

- Encourage children to try different ways to get past the obstruction.
- A large open box makes a great tunnel!
- Talk about the obstruction – what are different types of things that block a road?
- Take the activity outdoors. Use natural obstructions such as a log or a tree.

Alternatives/Adaptations:

- Inside, you can use other obstacles such as carpet squares to make obstructions children need to get around.
- Hold up a stop sign that children need to obey, and then change it to “Go.”
- Have children design the path and the obstructions.
- Have children make up a story about why the path is obstructed.

CUE WORDS

- Over
- Around
- Under



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, relationship awareness	Language & literacy, imagination
Running, crawling, creeping, climbing	Jumping, landing	—		

Equipment:

Cones (or object that can be knocked over such as milk containers), balls to roll, floor markers, tape

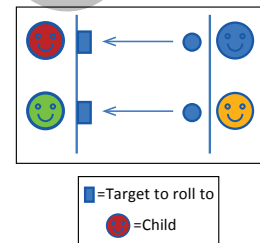
Instructions:

"Blue the Caring Cub likes to roll things. He likes to play games rolling a ball and then running. He is very careful when he rolls the ball not to roll it at his friends so he does not hurt them. We are going to play a rolling game, rolling the balls and then running to the opposite side. Our partner will then have a turn."

- Make two lines, about 4 feet apart, on the floor with tape. (See diagram below.) Place floor markers of different colors opposite each other (colored happy faces, one set per pair of children). Place a cone or object that can be knocked over in front of the markers on one line (blue squares). Have children stand on the markers so they are opposite a partner.
- Have the child bend over and roll the ball to knock over the cone (or empty milk jug or 2-liter bottle). Have their partner retrieve the ball.
- The child who retrieves the ball runs around the line to the marker on the other side, switching spots with the partner, who runs to the side with the cone and stands it back up. Repeat.

CUE WORDS

- Bend down
- Use two hands
- Run and get the ball



Tips:

- Adults may need to stand up the knocked-over item and put it back in place.
- Reduce waiting by having lots of cones around the room and having children move around rolling the ball anywhere to knock down the cones.
- Play with half the class at a time.

Alternatives/Adaptations:

- As children become better at rolling the ball, put the cones farther away.
- Fill the empty jugs or 2-liter plastic bottles with bells or other noise-makers to provide auditory reinforcement.
- For children who are more advanced, have them throw the ball to knock over the object.
- For children who have difficulty holding the ball, use a bean bag to toss or use a sensory ball, geoball, or braided rope ball, which are easier to grip.
- For children who need more help in achieving success, add more cones or jugs.

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness	Language and literacy (colors, directions)
Running	—	Ball rolling		

Equipment:

Stuffed animals, balls, cone or tee, racquets, sticks, soft bats, or foam noodles

Instructions:

This activity is progressive with beginning skills working up to more advanced skill at preschool age.

"Swing the Monkey likes to see if he can hit or strike things like balls. When he gets bigger he wants to play T-ball, or golf, or tennis. But first he needs to practice swinging and striking the ball. Swing says, 'I wonder if I can hit the ball with my hand. This will be fun to do with my friends. Let's try it!'"

Easy

- Hitting suspended stuffed animals or balls from a string: First, children will practice hitting a suspended object. Suspend objects on string across the room and have children practice hitting the stuffed animal or ball or any usable Loose Part that can be suspended with their open hand.
- Now have children hit the object with a racquet or paddle. Have children count how many times they hit the object.

"Swing does a great job hitting the things that are hanging down. Now he is ready to try hitting a ball on a stand and seeing how far it will go."

Harder

- Place a ball or an object on a cone or tee.
 - Have child stand in a sideways stance like in baseball or tennis (ready position).
 - Swing arm back and rotate body.
 - Have child strike the ball with an open hand.
- Place a ball on a cone or tee.
 - Have child stand in ready position.
 - Swing arm back and rotate body.
 - Have child hit the ball with a racquet, stick, soft bat, or noodle.

Tips:

- Use the opportunity to talk about sportsmanship and cheering your friends on.
- Take the activity outdoors and suspend objects from strings hanging from trees.
- When hitting a ball on a cone or tee, children should be standing with one foot slightly in front of the other, with the hand that will be hitting behind them and knees slightly bent. This is the ready position. Swing through the object.
- To assist children with foot placement, put floor markers or cut-outs of feet on the floor in the proper position.
- Remind children to hit the ball, not each other.

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CUE WORDS

- Hold hand open
- Stand sideways
- Swing back
- Watch for others

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness, spatial awareness	Numeracy
—	Transferring weight, twisting	Striking		

Strike It! continued

- An inexpensive way to make a racquet is to take a wire hanger, bend it into a diamond and cover it with an old stocking. Tape it in place at the handle.
- Have children who are not hitting run and retrieve the ball.
- Read a book about playing T-ball or baseball such as *Froggy Plays T-ball* by Jonathan London and Frank Remkiewicz or *The Berenstain Bears Play T-Ball* by Stan Berenstain and Jan Berenstain.

Alternatives/Adaptations:

- Vary the shape, color, size and weight of suspended objects. Start light and large!
- Play a game of Run the Bases where the child strikes an object and then runs to a base or around a designated area.
- For children who are seated, place the ball at a height where they can reach it when they swing.
- Vary the size, shape, and weight of striking implements (start with body part, then short handle with a large striking area, then long handle with large striking area).



Equipment:

Hula hoops

Instructions:

"Let's pretend we are outdoors and it is raining. There are puddles all over. We need to get to the other side of the playground without getting our feet wet. Can you tip toe across without getting wet?"

- Set up hula hoops of different colors around the play area. Tell children that these are puddles and that they need to tip toe through them to avoid getting wet.
- Have children tip toe through the "puddles" and say what color the "puddle" is. Count the "puddles" as children tip toe through them.
- Or when you say "puddle," have the children tip toe into a "puddle" and tell them to "jump and make a giant splash!"

Tips:

- This requires balance. Some younger children may have difficulty with this. You may need to help them stand on tip toes at first or have them try to get on tip toes while holding on to a wall or chair.
- Having trouble getting a child on tip toes? Stand behind the child and gently push your body into his/hers raising the child up onto his/her toes. Just be careful not to push the child over!
- Think about playing soft music that may encourage tip toeing.
- Read a rainy day book such as *Rainy Day!* by Patricia Lakin and Scott Nash.

Alternatives/Adaptations:

- Have children pretend to tip toe through the flowers or tip toe to catch a bird or other element of nature outdoors.
- Put on music and have children dance on their tip toes like a dancer.
- Get outdoors on a rainy day. Have the children bring boots and tiptoe in the puddles. Have them jump, splash, and have fun!

CUE WORDS

- Heels up
- Jump
- Splash



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Walking	Balancing	—	Effort awareness, spatial awareness	Language & literacy, numeracy

Equipment:

Ribbon for finish line

Instructions:

"Dart the Dog loves to run. He also likes to walk and jump. He is going to a track meet to run with his other friends. Here they go! Some are fast and some are slow but everyone crosses the line and finishes. There are lots of different ways to walk and run. Can you tell me some different ways?"

Ask the children to run in different ways.

"First, let's warm up." Either do one of the Let's Get Started activities or walk slowly in place.

"Now let's practice different ways to walk and run."

- Walk slowly to warm up.
- Run in place — fast, slow, high knees.
- Run forward with noisy feet.
- Run forward with quiet feet.
- Run slowly while clapping hands.
- *"See the ribbon across the room (or outdoor space)? That is the finish line."*

"Now let's have a track meet and get across the finish line. How will you go to the finish line?"

Tips:

- Do not celebrate winning—celebrate everyone crossing the line.
- Use a ribbon or put a line on the floor as the finish line. A line on the floor allows everyone to cross it!
- This is a great activity to talk about heart rates, pacing and activity levels. Incorporate a heart check.

Alternatives/Adaptations:

- Extend the activity to include jogging around a track, or use straight, curved, and zigzag paths.
- For children who are not mobile, have them cross the finish line in their wheelchair, scooter, or by crawling — in whatever way they can move.
- Play running games like Simon Says or Red Light, Green Light.
- Set up a place to do fun running in your outdoor learning environment using grassy open spaces as well as pathways. Have a variety of activities such as running around the yard, finding a twig with four leaves, running to and touching the large oak tree in the corner, running to a pile of leaves and then jumping in them, touching something blue. Be sure to have adults around the area to help with directions.

CUE WORDS

- Fast
- Slow
- Walk
- Run
- Heart check

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Running, walking	—	—	Effort awareness, spatial awareness	Language & literacy

Walk the Line

BE ACTIVE KIDS®

Equipment:

Tape, balance beam, chalk

CUE WORDS

- Arms out
- Eyes forward

Instructions:

“Swing the Monkey likes to go across things like rivers. He usually swings from tree to tree. Today Swing decided to try to learn something new — walking across the river on a fallen tree. He needs to be careful not to fall in because there are alligators in the water. Step by step, Swing carefully walks across the river.

He gets to the other side! Hooray! Can you walk across to the other side without falling in?”

- Use tape to place a rectangle on the floor, 4-8 feet long and 4-6 inches wide. Demonstrate walking in line with one foot in front of the other, arms extended out from sides to help balance. Set up several lines for children to walk on.
- Say, *“Walk the line as I did.”* Have children walk the line one at a time and then run back to the end of the waiting line.
- Pretend that the area next to the line is a river with alligators or that the line is over a raging river. Tell the children to be careful not to fall in!
- For preschoolers, have them walk the line forward and then backward.

Tips:

- Set up multiple lines for walking so children do not have to wait for a turn.
- You can also set up a plank of wood to walk on.
- If masking tape sticks to your carpet and you cannot remove it, try painter’s tape. It peels off easily.
- Read a fun book about balancing such as *Balancing Act* by Ellen Stoll Walsh.
- A low balance beam can be constructed from blocks and a beam.
- Take it outdoors and draw a chalk line for children to walk on or have children walk on curbs or edges of the sand box.

Alternatives/Adaptations:

- For children having difficulty or just starting, make the line wider — put several pieces of tape together, use wider tape, or draw a wider line.
- Have children pretend they are tightrope walkers in the circus.
- Make the line a zigzag and have children walk it.
- As children get the skill, increase the height of the line.
- Ask children different ways they can walk on the line — on tip toes, sideways.
- For children who cannot walk on the line, start by having them walk with one foot on each side of the line. Then progress to walking with one foot on, then two feet.



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness	Language & literacy
Walking	Balancing	—		