

BE ACTIVE KIDS[®] GUIDE TO EARLY CHILDHOOD PHYSICAL ACTIVITY: MOTOR SKILLS AND MOVEMENT CONCEPTS FOR CHILDREN BIRTH TO FIVE



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Dedicated to improving the health
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Project Partners

Kathy Higgins, MS

President
Blue Cross and Blue Shield of North Carolina Foundation

Jennifer MacDougall, MS

Senior Program Manager
Blue Cross and Blue Shield of North Carolina Foundation

Richard Rairigh, MS

Director
Be Active Kids

Samuel Odom, PhD

Director, Frank Porter Graham Child Development Institute
Professor, University of North Carolina - Chapel Hill, School of Education

Susan A. Zeisel, Ed.D.

Investigator
Frank Porter Graham Child Development Institute, University of North Carolina – Chapel Hill

Allison De Marco, MSW PhD

Investigator
Frank Porter Graham Child Development Institute, University of North Carolina – Chapel Hill

Consultants

Diane Craft, PhD

Consultant
Professor, State University of New York at Cortland, Physical Education Department

William Brown, PhD

Consultant
Professor, University of South Carolina, College of Education, Department of Educational Studies

Beth Leiro, PT

Consultant
Pediatric Physical Therapist, University of North Carolina – Chapel Hill

Karen Luken, MS

Investigator
North Carolina Office on Disability and Health, Frank Porter Graham Child Development Institute, University of North Carolina – Chapel Hill

Chris Mackey, BS

Healthy Communities Coordinator
North Carolina Office on Disability and Health, Frank Porter Graham Child Development Institute, University of North Carolina – Chapel Hill

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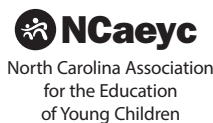
BCBSNC Foundation
P.O. Box 2291 Durham, NC 27702
Tel.: (919) 765-7347
Fax.: 919-765-7288
Web site: www.bcbsncfoundation.org/

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Getting Your Kids Moving: Introduction

Play – the work of childhood

It is through play that children learn competence in all areas – social and emotional competence, cognitive skills, language, and motor skills. With your help and support, all children can learn and grow. By providing children a strong foundation in fundamental motor skills and movement concepts, they are more likely to enjoy participating in physical activities, and are more willing to attempt new skills and activities!

Physical activity, or movement that results in energy expenditure (Ganley et al., 2011), is an important component in preventing obesity and obesity-related illnesses. Children do not typically engage in physical activities to develop physical fitness. Instead they develop physical fitness through engaging in a variety of moderate to vigorous physical activities. Children are most likely to engage in intermittent bursts of activity followed by rest periods. With regular exposure to physical activity opportunities, these intermittent bursts of activity will last longer and longer, leading to increased cardiovascular endurance.

Fundamental motor skills

Common movements such as running, jumping, catching, throwing, and balancing, that serve as building blocks for more advanced activities. These fundamental motor skills are typically categorized as either locomotor, non-locomotor (non-manipulative), and manipulative and definitions of these categories can be found in the glossary at the end of this resource. Most skills used in sports and physical activity are refined versions of fundamental motor skills. Children normally develop motor skills in a sequential manner. Children's mastery of these skills is necessary if optimum development of higher-level skills is to occur. In order to move confidently, children must first develop basic fundamental motor skills.

See Appendix F for a complete list of motor skills and movement concepts.

Children are natural movers, meaning they typically want to move all of the time. However, moving is not the same thing as **moving for exercise or to gain health benefits**, such as increased heart rates or cardiovascular endurance. Adults assume that if children are presented with an opportunity to be physically active, such as unstructured free play and recess, they will do so and at a high level of intensity. Research tells us that for children in child care settings, this frequently is not the case. A recent study found that preschoolers don't move around a lot, even when they're playing outside (Brown et al, 2009).

- Preschoolers were inactive for much of their preschool day: 89% of activity was characterized as sedentary.
- Even when outside, a time when children are expected to move and be physically active, 56% of children were engaged in sedentary activities.
- Teachers very rarely encouraged children to be physically active.

Moreover, we know that obesity is a growing problem in the United States. North Carolina ranks 17th in adult obesity, 18th in childhood obesity (ages 10-17), and 7th in childhood obesity (low-income 2-4 year olds) among all states (Trust for America's Health, 2013). According to statistics reported by the NC Legislative Task Force, (2010):

- Of children 2-4 years old, 15.8% of children were overweight; 15.4% were obese.
- Of children 5-11 years old, 17.1% of children were overweight; 25.8% were obese.
- Of children 12- 18 years old, 18.1 % of children were overweight; 28% were obese.

One strategy for **preventing obesity** is for children to be physically active. We know that physical inactivity is a contributing factor to the obesity epidemic. It is essential to get kids moving early and for children to have fun while moving. Establishing movement as part of everyday life at an early age will help children establish habits for life long fitness. **Importantly, children should have fun while playing and moving so that they want to do more of these activities each day and throughout their lives.** The desired outcome of the Be Active Kids program is to help child care providers influence behaviors and habits of young children in their care by providing fun and regular physical activity opportunities.

There is also a link between children's physical activity, fitness and play and other areas of development such as cognition, behavior, attention and stress. In a review of research on physical education and other school behaviors, 11 of 14 studies found one or more positive associations between physical education and indicators of cognitive skills and attitudes, academic behavior, and/or academic achievement (CDC, 2010).

So let's get kids to BE ACTIVE AND MOVE MORE!

Getting Your Kids Moving: Introduction

Be Active Kids aims to get young children moving and help:

- Develop mature fundamental movement skills.
- Develop physical fitness.
- Reduce the likelihood of becoming overweight/obese.

Basic Concepts of Physical Development

How do children develop motor skills? Children grow and acquire new abilities as their body systems develop. They develop control of their large muscles before they develop control of their small muscles (moving arms before holding a spoon). The center of the body (torso) develops before the outer regions (arms and legs). For example, children can roll over before they can walk. Development also occurs from the head to the toes (holding head up before crawling). Development can be divided into different periods.

Age Range	Period	Development
Birth – 2 weeks	Reflexive period	Rely on innate reflexes and spontaneous movements
2 weeks – 1 year	Pre-adapted	The onset of voluntary movements. The goal is the achievement of independent function. Develop physical skills such as reaching, rolling over, sitting, creeping, and walking as body grows and develops
1 year – 7 years	Fundamental Motor Period	The goal of this period is to develop movement patterns that are building-blocks for later motor skills. There is the development of basic skills: Locomotor skills (locomotor coordination patterns) such as running, jumping, skipping, and hopping; game-related manipulative skills such as ball-throwing, and catching; and fine motor manipulative skills such as cutting and writing.
7 years	Context-specific motor learning	Refinement, elaboration and combination of specific motor skills leading to more advanced movement activities and organized sports.
11 years – adulthood	Skillful period	Adept at specific physical activity following years of practice. Activities are consistently performed, efficient and adaptively versatile.
	Compensation period	Compensates for physiological changes due to injury or age.

(adapted from Clark, 2005; Clark & Metcalfe, 2002)

Recommendations and Best Practices for Physical Activity

Several organizations have developed recommendations for the amount of physical activity that should be incorporated into a child care program. Active Start is a widely accepted set of age-specific recommendations developed by the National Association for Sport and Physical Education (NASPE). Active Start recommends that infants be encouraged and stimulated for short periods of time several times a day, toddlers should engage in at least 60 minutes of unstructured and 30 minutes of structured activity daily, and preschoolers should have 60 minutes each of structured and unstructured physical activity daily. “These recommendations should be implemented so that all children, including those with special needs or disabilities, are able to be included to the greatest extent possible (NASPE, 2009).”

Position Statement: All children, birth to age 5, should engage daily in physical activity that promotes movement skillfulness and foundations of health-related fitness. (NASPE, 2009)

For specific NASPE guidelines, refer to Appendix A.

Getting Started with NAP SACC

The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) is a five-step program designed for child care centers to improve their nutrition and physical activity environments. It includes self-assessment, planning, education, technical assistance, and evaluation and revision. “Goals of the program are to improve nutritional quality of food served, amount and quality of physical activity, staff-child interactions, and center nutrition and physical activity policy.” NAP SACC offers recommendations on best practices related to nutrition and physical activity for child care centers (see NAP SACC Program, Center for Health Promotion and Disease Prevention, The University of North Carolina, Chapel Hill, NC, May 2007; <http://centertrt.org/?p=intervention&id=1091>). This provides an opportunity for child care centers to develop a program that will work for their center. Using NAP SACC can provide the foundation for making sustainable and long lasting changes in child care centers and homes.

For specific NAP SACC physical activity best practices, refer to Appendix A.

Getting Your Kids Moving: Introduction

Physical Activity and Child Care

Teachers and child care providers play a key role in getting children active by incorporating both adult-led (structured) and child-led (unstructured) physical activities into the child’s day. Remember, both adult-led and child-led physical activity should be planned for both indoors and outdoors each and every day.

- **Unstructured physical activities** are those that children do on their own. This free play may include riding bikes, climbing, running, chasing. Your role as the teacher is to provide a safe, inviting setting that encourages children to move. You can help by encouraging children to play, though the children should select the activity. Your encouragement can keep them moving.
- **Structured physical activities** are those that are teacher-lead and should involve planning goals for all children. These activities should also aim to provide moderate-vigorous activities and help children to learn motor skills and/or movement concepts.

When planning physical activities for children, activities should:

- Be developmentally appropriate.
- Be sequenced so the simplest is first.
- Allow for repetition.
- Keep children moving.
- Be fun and interesting to keep children engaged.
- Progress from **rudimentary** movement skills (basic skills such as walking) to **fundamental** movement skills (such as galloping).
Refer to Appendix F.
- Develop health-related physical fitness (e.g. cardiovascular endurance and muscular strength).
- Be adapted as needed using Universal Design for Learning (UDL) and recognize the abilities of all students.

Physical Activity and Other Areas of Development

Children do not develop personal health, motor skills or cognitive skills in isolation – they grow simultaneously in all areas. Physical activity helps children develop in other areas, such as cognitively and socially. Physical activities can reinforce other learning: motor development can be linked to verbal fluency, pre-writing, pre-math, pre-reading, working memory, and kindergarten readiness.

Here are some examples of incorporating other areas of development while promoting physical activity. Some of these suggestions are appropriate for all children (naming body parts) and others should be incorporated when developmentally appropriate (count how many times a child can jump).

Developmental Area	Sample activities
Early numeracy	<ul style="list-style-type: none"> • Count how long children can balance on one leg • Count how many times children jump • Measure how high children can jump • Count how many times children can kick the ball into the basket
Language/early literacy	<ul style="list-style-type: none"> • Follow directions and sequence actions • Improve listening skills • Move like different animals while naming different animals • Name body parts in the warm-up • Use different relational concepts such as over, under, around • Name letters on the dots that children are jumping on • Use colored markers to sit or with jumping activities – and name or have children name the colors during the activities • Have children move between activities by designating colors
Social development	<ul style="list-style-type: none"> • Play with partners or in groups • Cheer for friends as they run a race • Pair up with a friend to roll the ball • Learn to wait, take turns, share, and cooperate • Feeling empathy and supporting others if they get hurt or are left out

North Carolina Child Care Rules and Rating Scales Rules Related to Physical Activity

Individuals in North Carolina caring for more than two children who aren’t related and provide care for more than four hours a day, should be licensed. All child care programs are required to meet child care requirements. Child care requirements ensure that programs are meeting the minimum standards for care in North Carolina. Some of the child care licensing requirements that are checked in a program’s compliance history are: supervision of children, condition of equipment and materials, discipline practices, child/staff ratios, sanitation practices, and staff education and training development. These rules and regulations help to make practices known, understood and supported by staff and families. Think about developing your own policy statements for your handbooks and orientation materials that will help ensure that your physical activity efforts become permanent and lasting, even with changes in your center or staff.

Refer to Appendix G for specific child care rules related to physical activity.

Getting Your Kids Moving: Introduction

The Environment Rating Scales (ERS) are observation-based measurement tools that assess the quality of group care provided for children of various ages, in various child care settings. The rating scales consider many characteristics of children's learning environments including the physical characteristics of the environments indoors and outdoors, health and safety practices, as well as children's exposure to language, positive interactions with staff and other children, and the variety of learning opportunities that are provided. Higher scores on the environment rating scales have been linked to positive educational outcomes for children. In each of the rating scales certain constructs are considered to be very important for positive child outcomes and therefore these issues are weighted across multiple items. The frequency and facilitation of active, physical play is one of these constructs, as is children's safety, indoors and outdoors and other physical characteristics of the outdoor spaces used by the group of children. In North Carolina, the rating scales are completed during an observation that lasts for at least 3 hours which is then followed by an interview with the classroom teacher or home provider.

Refer to Appendix H for specific rating scale indicators related to physical activity, play, and motor skill.

Tips for Including Daily Physical Activity in Child Care

Here are some strategies to promote physical activity in your classroom.

- Provide praise and encouragement. Every child will be at a different point – lead them from where they are.
- Make activity fun! Sing songs, play music.
- Demonstrate the activities. This means you should be participating and moving, too!
- Keep the information and directions clear and simple.
- Plan your indoor space to encourage physical activity.
- Keep kids moving during inactive parts of activity – have waiting children be cheerleaders or have them jump in place.
- Give children plenty of time outside in both free and structured play.
- Offer physical activity opportunities in more realistic time spans for children - If you have 40 minutes, make it two 20 minute periods.
- Have lots of portable rather than fixed equipment so children can explore and use their imaginations.
- Talk to children about physical activity and their health (our hearts are a muscle, sweating is good to keep our bodies cool while we are active).

- Don't be too worried about getting sweaty or dirty. Just have fun!
- A little risk can lead to challenge, confidence, and learning! Don't bubble wrap all the fun, learning and exploration away!
- Include colorful or noisy props in physical activities. Remember, children 0-5 years old are still developing their body systems and use auditory, kinesthetic, and visual senses to be successful and gain important feedback (reinforcement).
- Let children create some of their own rules when playing games.
- Include activities that teach skills, build muscular strength, muscle endurance (stamina), and flexibility.

Prior to choosing and setting up an activity **know what you want to achieve**. For example, are you looking for an activity to promote cardiovascular endurance? If so, choose an activity that uses lots of open space. If you want to work on motor skills, play with loose parts in lots of different ways. Knowing this will help you choose what to do on a particular day.

Classroom Management Tips/Tips for Adapting Activities

Being prepared and knowing how to manage potentially chaotic play and movement environments is essential to success; Not only the success of the teacher but also the success the child. Providing an appropriate play and movement environment for young children should be fun while also being developmentally appropriate. If we cause too much frustration, embarrassment or lack of success with the opportunities we provided, there is a good chance that the children will lose interest in physical activity. This loss of interest can then lead to future and long lasting habits that may discourage them from participating in similar types of activities.

When planning for or thinking about managing an active environment, think about who and what can be managed. A few things that you can manage include people, space, time, equipment/materials, and behavior. While thinking about these management things, also think about the child's movement exploration, practice opportunities, success and/or failure, risk and challenge, clothing, and potential safety issues. By managing these things, you can help provide an enriching, enjoyable and appropriate play movement experience for **ALL** young children.

For more detailed information on managing an active play environment, refer to Appendix B.

Getting Your Kids Moving: Introduction

How Else Can I Make Moving Fun For Children?

There is no limit to how these activities can be adapted and changed. **The desired outcome is to get kids moving while having fun.** Be creative and adapt any of the Be Active Kids activities to fit the theme your class is currently working on. For example are you studying dinosaurs? Instead of playing Dragon Tail Tag play Dinosaur Tail Tag. Is it winter? Skate on a paper plate to ice skating music. Is it fall and you're talking about trees losing their leaves? Instead of Jumping for Sky, have leaves on a tree that children jump up to get and make fall down.

Another great way to get kids involved is to tie the activity to a story or a book. Read about frogs when introducing Jumping in the Lily Pond or read a book about dogs or seals catching balls when you introduce Catching. Make up a story – have the children make up parts and act them out.

A wonderful way to get kids excited and moving is through the use of music. Children will naturally move to music and adding to activities as start/stop cues or background is fun for everyone. There are many recordings of activity songs such as Head Shoulders, Knees and Toes (one of the warm-up activities). Other recordings include musical games, incorporate a parade with instruments, and other prompts that encourage children to be active.

Jazzing It Up: Making what you already do more active.

Think about things you are already doing in the classroom. Are there ways that you can jazz them up and encourage kids to increase their intensity level and length of physical activity? Many of the songs and activities that you already do in in your classroom can be modified to be more active. Here are some examples:

1. When singing Wheels on the Bus have children jump up and down or have children move around the room; have the children act out the words they hear in the song, while you demonstrate
2. When reading a book such as Going on a Bear Hunt, have the children act out all the action words throughout the story while moving around the room and in their personal space.

3. When playing games like Duck Duck Goose, try to find a way for the sitting children to stay active such as clapping hands, stomping feet, or walking in place instead of sitting.
4. Turn any concept for teaching into active engagement! For example, instruct children to jump up in the air on each count when working with numbers. Or, to review colors, turn on the music and instruct children to run across the room to touch an object of a specific color by the time you stop the music. Be creative!

Weather Considerations

The weather conditions across the state vary greatly throughout the year and it is important to think about this when planning for and providing physical activity and play opportunities for children. To be prepared for getting kids active in all types of weather, think about the following things:

- What is your backup plan for weather that doesn't allow you to take your children outdoors?
- Can our children go outdoors even in "bad" weather? What exactly is bad weather and why is it so bad?
- Do our children have the appropriate clothing?
- What are the benefits and liabilities for being physically active indoors and outdoors?
- Do you have enough information about outdoor related condition?

Visit the North Carolina Rated License Assessment Project (NCLRAP) at www.ncrlap.org for more helpful information on weather conditions.

Getting Your Kids Moving: Introduction

Get Them Outdoors

Think outside the box (or classroom) and get children outside in different types of weather conditions. This may take a little more planning and preparation but here are a few things to think about:

- Create a policy for your center or home that lets parents know their children will be going outside to play and learn in all weather conditions that are safe (i.e. – rain, snow, etc). Include things like suggested clothing to keep at school or to bring in during these weather conditions.
- Send home a letter ahead of time letting parents know of plans to go outside during these weather conditions and let them know they will likely get wet and dirty.
- Acquire a variety of weather appropriate clothing through donation, thrift stores, sales, etc and keep them stored in your classroom for those who need appropriate clothing (rain coats, rain ponchos, boots, galoshes, snow pants, snow jackets, gloves, hats, scarves, etc)
- Be prepared and plan for getting ready to go outside and cleaning up when they come back inside.
- Utilize appropriate weather charts and indices to determine “weather permitting” opportunities.

Refer to Appendix E for more information.

Rainy Day Ideas

A rainy day does not mean that children are not active, even when space is limited. If you **have** to stay indoors when the weather is not so good, here are a few ideas from the Be Active Kids activities to get you started:

- Create an obstacle course or obstructed pathway in the hall.
- Make stilts and walk around on them.
- Jump over hurdles.
- Put on a circus.
- Talk about healthy foods and do the activity Let’s Make a Healthy Pizza.
- Skate on a Plate
- Walk like the Animals
- Have a Lily Pad Walk.
- Do an action story. See the Action Story section for ideas.

Adaptations for Making Physical Activity Available to All Children

Every child has different strengths and needs. Children grow and develop at different paces. To meet the needs of all children, the curriculum should be adaptable. This will allow for maximum participation by all children. Benefits for children include full access to all parts of the activity, the ability to grow and develop, active participation, and interaction with other children. Providing adaptations or modifications to physical activities will promote motor skill development for both the child who finds the activity too easy and the child who finds it too hard.

These activities are not designed for competition. They are designed for all children to reach their potential. By learning basic skills, they will have more confidence, engage in more activities, and be more active.

Universal Design for Learning (UDL) (Center for Applied Special Technology, 2011) – Eliminating barriers for learning

Principle I: Provide Multiple Means of Representation

Present ideas in multiple ways – explain, demonstrate, use pictures, have children touch and feel things, (e.g. when explaining about hopping, talk about animals that hop, demonstrate hopping, read a book about an animal that hops).

Principle II: Provide Multiple Means of Action and Expression

Introduce words that children need to know to understand what to do, (e.g. do children know what “balance” means? Talk about it before asking them to walk on a balance beam or balance on one foot). Use physical activities to reinforce and teach other concepts – spatial relationships (e.g. over, under, around), colors, shapes, and numbers.

Principle III: Provide Multiple Means of Engagement

Provide activities that interest children and spark their imagination. Encourage them to advance their skills and work towards independence (e.g. be sure children can stand on one foot before they try to hop). If any activity is too advanced for children, allow them to do the best they can and alter the situation and expectations.

Getting Your Kids Moving: Introduction

Accommodate All Abilities:

Can everyone do the activity? If not, what do you need to change – instructions, materials, setting, time? If you have children in wheelchairs, can they throw the ball sitting instead of standing? Do you need to move the basket or hoop closer or put it at a different height? Can they roll a ball across a table instead of on the floor? Keep a record of the adaptations as they may be useful in other activities.

Equipment and Methods: How do I use Be Active Kids activities?

Be Active Kids activities are intended to help get children more active and to learn skills while having fun. These activities are listed by age (infants, toddlers, twos, and preschoolers). Some activities overlap ages or can be adapted to fit children's different developmental levels since children develop at different rates and are able to perform activities at different ages. Remember, these activities are not specific to a certain age but are related to what children may be able to do and learn at a certain time.

All of the materials you need for Be Active Kids are inexpensive and easily replaced if damaged. A couple of things to remember:

1. Be aware that latex allergy in children seems to be on the rise and that many everyday products and toys are made with latex rubber.
2. Young children will require adult supervision that will assure their safety while also encouraging their development.
3. There are intended and unintended uses for play equipment and loose parts. Be sure to monitor the use of the equipment to ensure motor skills practice, physical activity, or creative exploration.
4. Adult sized equipment will most likely not be appropriate for young children due to their development and readiness. Consider weights and sizes of objects when providing them to children.

A list of materials for use in the Be Active Kids activities can be found in **Appendix C** and **Appendix D** along with an age appropriate list found at the start of each section. Many other things can be used in a variety of ways to get kids interested and moving.

Missing some materials? Think outside the box (or even inside the box) and use common loose parts or modify what you have to provide your children with multiple fun opportunities to move. Equipment does not have to cost a lot to be effective. **Don't let missing material stop you from doing an activity; Be creative!**

Getting Your Kids Moving: Introduction

Summary

Thank you for providing the opportunities for children to participate in playful activities that will help to ensure that they are more active and develop the fundamental motor skills and movement concepts needed for health and development. Your encouragement and enthusiasm will allow children to enjoy playing and moving more so they can build lifelong habits to keep them fit and healthy.

Give them a Healthy Start.

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The **NAME** of each activity appears here.

The **EQUIPMENT** section explains what equipment or materials are needed to conduct the activity

The **INSTRUCTION** section explains how to DO each activity.

The **TIPS** section gives important guidelines or additional information that may be needed when using each activity.

The **ALTERNATIVES/ADAPTATIONS** section provides ideas for how to make each activity simpler or more challenging depending on the needs of your children. Check here for information regarding children with special needs.

CUE WORDS provide key reminders that can be used during each activity to help focus the children.

Here is where you will find the title for side viewing and the age group the activity is appropriate for

Words in *italics* are suggestions for what the teacher can SAY.

The **HEART SYMBOL** indicates an activity designed to get children's hearts beating fast.

The **LEAF SYMBOL** indicates that this activity would be great to take outdoors and use things found in nature like branches, leaves, etc.

Ball Buddies

BE ACTIVE KIDS

Equipment:
Large ball

Instructions:
"Today we are going to roll balls. Can you get the ball to me?"

- Have the child sit opposite you; both of you have legs spread wide. Have your toes touch the child's toes. Roll the ball to the child. Have the child stop it with his/her hands. Say, *"Good, now roll the (say color of ball) ball back to me."*
- You can also have two children sit next to each other and take turns as you roll the ball to each child.
- "Now can you roll the ball to your friend?"* Next, have the children line up in two rows sitting opposite one another so each child has a partner. Have the children spread their legs and sit with their toes touching their partner's toes. Have the children roll the ball back and forth to each other.

Tips:


- Increase the distance between partners as they achieve success.
- Rolling a ball is really pushing – what other things can children push? Discuss pushing a shopping cart, a wagon, a sled.

Alternatives/Adaptations:

- Make it a game: Put a box or basket on its side and have the children roll the ball into it. Increase the distance as the children's skill increases.
- Roll the ball to the toddler while he/she is standing across the room and see if he/she can bend over, pick up the ball, and bring it back to you.
- For older children, have them try rolling the ball while kneeling or from a standing position, or crouching down to roll and trap the ball.
- For children who cannot sit on the floor, have partners sit opposite each other at a table and roll the ball across the table.

CUE WORDS

- Watch ball
- Push



TODDLERS / TWOS

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Ball rolling	Bending, stretching	—	Relationship awareness	Language & literacy (colors), spatial relationships

The **LEGEND** gives you important information about each activity including the motor skill and movement concepts highlighted, and other concepts that can be tied in. Definitions and examples of these can be found in the glossary.

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Warm-up 1		■		Body awareness,	Language & literacy
Warm-up 2	■	■		Body awareness, spatial awareness	Language & literacy
Heart Check	■	■		Spatial awareness, effort awareness	Science
Where Is My Heart?	■	■		Body awareness	Science
Animal Yoga		■		Body awareness, spatial awareness	Language & literacy, science

Equipment and Loose Parts List

- Balloon
- Dish washing soap
- Large paper (to draw outlines of a child)
- Markers
- Music
- Pictures of yoga poses
- Red paper hearts
- Stethoscope (optional)

Warm-up activities 1:

Head, Shoulders, Knees, and Toes

BE ACTIVE KIDS®

Equipment:

None

Instructions:

"Before we begin to run around or exercise, it is important to wake up our body and our muscles. We call this 'warming up.' We are going to sing a song as we begin to move and warm up."

- Begin by first saying each of the body parts clearly (head, shoulders, knees, and toes) and allowing time for the children to repeat as they touch/point to each part. Use a slow chant of "Heads, shoulders, knees, and toes" so children can correctly touch each body part.
- When children have learned to do this, speed it up.

Tips:

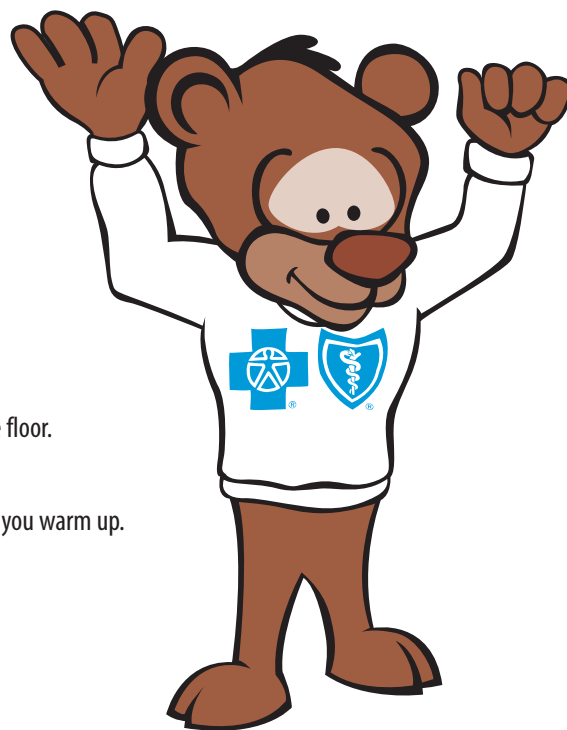
- Use the song "Head, Shoulders, Knees, and Toes." Change the body parts!
- Warm-ups can be done both indoors and outdoors.
- Before doing a lot of stretching make sure you warm up your muscles by walking or running around a bit.

Alternatives/Adaptations:

- Try reversing the order of the body parts so that children are bending down and then standing up.
- Have children try to touch in different ways — elbows to knees, hand to the floor.
- Allow each child to name a body part to touch.
- If children do not know body parts, start with one and add others each time you warm up.

CUE WORDS

- Head
- Shoulders
- Knees
- Toes
- Bend
- Stretch



Warm-up activities 2:

Stretching

BE ACTIVE KIDS®

Equipment:

None or music (optional)

Instructions:

"Blue the Caring Cub likes to run around and exercise. Sometimes he has trouble reaching things or moving the way he wants to. Blue knows that if he stretches, it will help him be more flexible, which allows his body parts to move better. We are going to stretch to help our bodies move better, too."

NOTE: Children should be moving around and warming up their muscles before stretching.

Ask children to

- Reach for the ceiling.
- Reach arms toward the walls.
- Sit and stretch with legs together.
- Reach for different things from a story that you've made up. For example, tell the children a story about space and have them reach for the stars, reach for the moon. Or have them reach for healthy snacks on a shelf.
- Sit and stretch with legs wide.
- Stand and reach for their toes.
- Sit and reach for their toes.
- Crouch (bend at their knees).

Tips:

- The key is to hold a stretch for several seconds and not to bounce.
- Warm up muscles by moving around for a while. For example, you could do Warm-up 1 first.
- Demonstrate stretching by using taffy — it will break if you try to stretch it without warming up.
- If necessary, physically guide children in stretching and talk with them about how it might feel (muscle tightness or discomfort).
- Try this activity outdoors on a grassy surface.

Alternatives/Adaptations:

- Add activities as children are able to do more movements.
- For children who are not mobile, have them do activities sitting.
- Stretching can be done after an activity, too, when the muscles are warm.

CUE WORDS

- Reach
- Hold



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, spatial awareness [levels]	Language & literacy
Running	Bending, stretching	—		

Heart Check

BE ACTIVE KIDS®

Equipment:

Energizing music, empty dishwashing detergent bottle, balloon

Instructions:

In this activity, children learn about being active.

Children exercise vigorously by running in a circle in one direction to energizing music.

- Talk about how the heart is a strong muscle that pumps our blood throughout our bodies. *“Who knows what your heart is? Your heart is a muscle that pumps blood around your body. It is about the size of your fist. It is like an engine in a car that keeps us going.”* Have children make a fist.
- *“Who knows where their heart is?”* Have children point to where heart is – check and correct their positioning as needed. When the children are sitting and relaxed have the children place their hands over their hearts so they can feel their hearts beating.
- *“Your heart is very important — it works all of the time.”* Use a balloon (or a dish soap bottle filled with water) to show heart beating. Squeeze to simulate a heartbeat. (*“The heartbeat you feel is the squeezing of the balloon, the expansion is the rest or period between heart beats.”*) Ask children how it feels and what it is doing.
- *“When we are sitting and resting our hearts beat slower.”* Show balloon beating slowly.
- *“Now we are going to move and have some fun and our hearts will beat faster. This is a good thing — it makes your heart stronger.”* Show balloon beating faster.
- *“This is how your heart pumps blood all through your body.”*
- Have children sit quietly and see if they can feel their heart beating. Have the children describe what they feel. Call this a **Heart Check**.
- *“Here is Blue.”*
- *“Which activity do you think will make his heart beat faster — sleeping, sitting, running, or reading?”*

- Next, turn on some lively music and have the kids run around in a circle for the length of the song. Now allow them to feel that their heart rate has sped up. Have them try to feel their heart beat with just their hand (heart check).

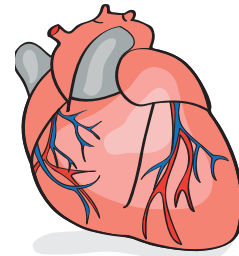
CUE WORDS

- Heart check
- Heart beat
- Heart rate

- *“Now can you feel your heart beating faster? This is good for your heart — it makes it stronger. After playing hard and having fun you may also start to breathe more and faster and even get hot or sweat. This is okay and you should not worry about it. It is a good thing.”*
- Children can suggest activities they want to try. Have a heart check after each activity to see how it affects heart rate.
- Now have them walk slowly and after a minute do another heart check. Can they feel their heart rate slowing down?
- *“Now your heart is resting. This is good for your heart, too.”*

Tips:

- Have children talk about things that will make their hearts beat faster.
- Ask, *“Why is this good?”*
- Discuss what the heart does.
- Show pictures or a video about the heart.
- Do a heart check before and after Be Active Kids activities.



Alternatives/adaptations:

- Have children move their arms quickly and see if their heart rate increases.
- Put up a poster of a body showing where the heart is.
- Use a stethoscope to hear the heart beating.

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, effort awareness	Science (circulation)
Walking, running	—	—		

Where Is My heart?

BE ACTIVE KIDS®

Equipment:

Markers, red cut-out hearts (construction paper is fine), tape

Instructions:

Pin the Heart on the Chest

Children trace their bodies on large paper, tape the drawing to the wall, and jump up to pin the heart on their chest.

- Review the function of the heart.
- Also discuss the location of the heart in our chest — remember it is left of center.
- Next, cut out large pieces of paper so the children can trace their partner's body. After they are done, tape these up on the wall and hand each child a cutout heart for them to "pin" on their chest. You can use tape on the back of the heart so it will stick to the paper.

Tips:

- Talk about what the heart does.
- Talk about what blood does and how it circulates.

Alternatives/Adaptations:

- Show pictures of the body and where the heart is.
- Increase physical activity by having the children use different locomotor movements to travel from desk to picture.
- Talk about the heart in lessons about the way the body works.
- Have a lesson on blood and the circulatory system. A good example is at <http://www.altdotlife.com/?p=2255>, a home-school preschool curriculum.

CUE WORDS

- Heart
- Left side



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Various	—	—	Body awareness	Science (circulation)

Equipment:

Background music

Instructions:

Yoga is a great tool to use with children. It helps children energize, stretch, and learn to focus. It also develops body awareness, language, good listening skills, cooperation, and powers of observation. It can also help them relax. These stretches are great for your warm up or any time to get children back on track. Start the class with children removing their shoes, standing, and stretching to the sky.

CUE WORDS

- Relax
- Move slowly

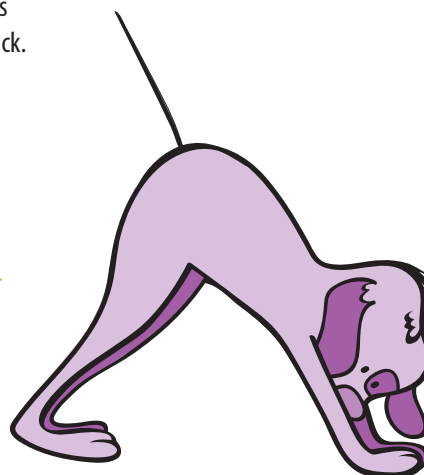
Sunrise, Sunset

In yoga, we move as we breathe. For example, we stretch on the inhale and relax on the exhale. The sunrise/sunset pose is a good all-over warm-up for any activity.

- Stand up tall. Take three to five deep breaths.
- On the next inhale, lift your arms above your head. Press your legs and feet down toward the ground and stretch toward the sky.
- As you exhale, bend the upper half of your body at your waist down toward your legs, as if you were diving into a pool. Bend your knees a little at first, to avoid straining your back. Bend as far as you comfortably can. As you inhale again, open your arms wide and stand up slowly, stretching your arms to the sky.
- Repeat this six to ten times. As you inhale and stretch, think of the glowing, rising sun. As you exhale and fold, think of the setting sun. These two work together to mark the passing of the day.

Lion

- Sit up with your back straight and clench your fists. Close your eyes and mouth.
- Stick out your tongue as you inhale and exhale through your mouth as you open your eyes and mouth as wide as possible.
- Stretch your face muscles as far as you can.
- Take a deep breath and return to the closed eyes and closed mouth position.
- Completely relax the face and hands and let go of any tension.



Cat/Cow

- Start on all fours then inhale and exhale as you round the back like a cat.
- Press your hands to the floor.
- Drop the head and press the chin against the chest.

Continued on Next Page

Animal Yoga *continued*

- Take a deep breath as you lift your head and push the spine down until it curves or arches and then look up.
- The cat pose increases flexibility of the spine and is a great warm-up movement to wake up and straighten the core.

Butterfly

- Butterfly is a sitting pose. Get down onto the floor and bring in your feet so that the soles of both feet are touching.
- Let the knees come apart and drop open to the floor and let the back stay lifted toward the sky.
- This exercise strengthens the back, stretches the inner legs and teaches balance and coordination of the upper and lower body.

Child's pose

- Child's pose is a restful pose.
- Coming down to all fours (hands and knees), bring the big toes together, and let the knees slightly separate.
- Sit the hips back toward the heels and keep the arms stretched out in front of the body.
- The forehead can rest on the floor or on stacked fists. Arms can also tuck in next to the sides to relax the shoulders.
- Stay in child's pose for as long as feels comfortable.

Up Dog

- To start the exercise get down on the floor and keep your legs straight behind you and lay your palms on the floor next to your ribs.
- Prop yourself slightly off the floor and keep your stomach from completely touching the floor.
- From there, push yourself up with your arms, and stretch your back. Your thighs, knees, and shins may lift away from the ground while the tops of your feet stay on the ground.

Down Dog

- From child's pose, reach the arms out on the floor in front of the body.
- Spread the fingers wide and press the hands down.
- Lift the hips off the heels, tuck the toes under the feet and lift the knees off the floor.
- Keep lifting the hips up and back toward the sky. (From the side, you could look like an upside-down "V.")
- The dog pose energizes the body, strengthens the arms and shoulders, and stretches shoulders, hamstrings, calves, arches, and hands. It also helps keeps posture straight when you are sitting.

Tree

- Standing with feet hip width apart, press the right foot down into the floor and squeeze the right thigh muscles to engage that leg.
- Lift the left foot off the floor and place it somewhere on the right leg (could be on the foot, the shin, or on the inside of the right thigh).
- Bring the arms out to the side for balance or over the head like branches on a tree.
- Look forward toward the horizon, keeping the eyes open and the breath steady.
- After a few breaths, bring the left foot to the ground, shake out the right foot and repeat on the left side.
- This pose is great for balance and concentration.

Cobra

- Bringing the front of the body to the floor, extend the legs, toes pointing away from the hips.
- Let the forehead rest on the floor and bring the palms to the floor on either side of the ribs.
- Press the hands into the floor and lift the head up, then the shoulders and chest.
- Keep the belly down and just let the upper part of the body lift away from the floor.
- Feel the stretch through the back muscles and feel the chest opening.

Continued on Next Page

Animal Yoga *continued*

Tips:

- The teacher/adult will need to demonstrate the moves several times with children before they catch on.
- Encourage breathing to help with focus. Remind children to breathe in through their noses and out through mouths or noses. The breath work alone can be helpful and calming whether the children are practicing a pose or just relaxing.
- Use yoga consistently as a morning or afternoon routine.
- Include parents when possible.
- Try this outdoors in the shade while listening to the sounds of nature.

Alternatives/Adaptations:

Many of these poses can be practiced with a chair or sitting on the floor.

Examples:

- Sunrise and sunset can be done seated, sweeping arms over head and then back down to the sides, either leaning forward to the toes or keeping spine upright.
- Lion and cat/cow back poses can also be done seated in a chair. For cat/cow pose, children can place hands on thighs or knees and round/arch the back.
- Down dog can be modified as more of a standing pose. Standing a few steps away from the back of a stable chair, feet hip width apart, reach arms overhead and then bend at the hips and reach the arms forward to the back of the chair. Create a right angle between the upper and lower body. Feel the stretch through the spine and also down the backs of the legs.

Yoga Story:

- Use a yoga story to help children concentrate. People are fascinated by stories, and they're an easy way to focus the children and keep the yoga class interesting.
- Use a book that has lots of animals in the story or elements that reference other possible yoga poses, and then do the poses every time you meet an animal or an object in the story.
- You can also retell a story in your own words, or invent a new one, and dramatize it with yoga poses.
- Have children invent stories by themselves. Sit in a circle and start telling a story, letting the children take turns adding another piece to it. Every time an animal or anything else you can do as a yoga pose comes up in the story (which can be anything if your imagination is fertile), the whole group can do the pose. If you want the story to have more of a structure, you can suggest a topic (such as going to the zoo or to the amusement park, going on a picnic, etc.).

Adapted from: <http://www.worknotes.com/IL/Chicago/Fit4FunKidsFitness/ap14.stm>

Thanks to Maria Finnegan, yoga instructor, for reviewing this section.

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Meet the Be Active Kids	■	■		Body awareness, effort awareness, spatial awareness	Language & literacy (vocabulary), listening skills
Going to the Park	■	■		Body awareness, effort awareness, spatial awareness	Language & literacy, imagination
A Trip to the Farm	■	■		Body awareness, effort awareness, spatial awareness	Language & literacy, science

Overview of Be Active Kids Story Time

Story time does not have to be a time to sit around — make it active. Choose stories where kids can be moving around and involved in the story. Include action verbs such as running, jumping, walking, hiking, and climbing. Use these words throughout the story and add variations like fast or slow, high or low. Use an old favorite or make a new adventure. Have kids make up their own stories, too. Stories can promote language and literacy, imagination, numeracy, and even science, all while being active. You can adapt them to any age.

Here are some examples of action stories:

1. Meet the Be Active Kids
2. Going to the Park
3. A Trip to the Farm

Once you have tried these stories use your own ideas to make up or expand these or other stories. Be creative and have fun!

Tips for selecting books and stories that encourage movement:

- Look for sports related themes
- Look for books about the body and body parts
- Look for books with or about animals
- Look for books with transportation themes (buses, cars, trucks, bikes, etc.)
- Look for books based on nature and being outdoors
- Select large size books with big print and lots of pictures so all children can see
- Try and use projectors to have the story large enough for all to see and out of the way so that the adult can be active and modeling for the children

Equipment and Loose Parts List

- Bikes
- Boxes/baskets
- CD of "Old MacDonald Had a Farm" (optional)
- Large balls (such as beach balls, foam balls, playground balls)
- Natural items (such as sticks, stones, pine cones, etc.)
- Pictures or puppets of Be Active characters
- Small balls
- Supplies for a pretend picnic (or pictures of items for picnic)

Sample Books:

- *I Went Walking* by Sue Williams
- *The Bear Went Over the Mountain* by Rozanne Lanczak Williams
- *From Head to Toe* by Eric Carle
- *Quick as a Cricket* by Audrey Wood
- *Hokey Pokey: Another Prickly Love Story* by Lisa Wheeler
- *My Very First Book of Motion* by Eric Carle
- *Move* by Steve Jenkins and Robin Page
- *The Little Engine that Could* by Watty Piper
- *Clifford's Sports Day* by Norman Bridwell
- *Go, Dog, Go!* by P.D. Eastman
- *Wheels on the Bus* by Raffi
- *Jump Like a Frog* by Kate Burns
- *First Steps* by Lee Wardlaw and Julie Paschkis
- *Balancing Act* by Ellen Stoll Walsh
- *A Ball for Daisy* by Chris Raschka
- *Jump* by Scott Fischer
- *How to Catch a Star* by Oliver Jeffers
- *Barnyard Dance* by Sandra Boynton
- *The Bouncy Ball* by Hilda Cuervo and Alex Acayen
- *Catch the Ball* by Eric Carle
- *Hand, Hand, Fingers, Thumb* by Al Perkins and Eric Gurney
- *Here are My Hands* by Bill Martin Jr. and John Archambault
- *Rainy Day* by Patricia Lakin and Scott Nash
- *Look at Me* by Dianne Warren
- *Born to Move* by Dianne Warren

Meet the Be Active Kids

BE ACTIVE KIDS®

Equipment:

Pictures or puppets of the Be Active characters

Instructions:

"Today we are going to meet some new friends. They are the Be Active Kids. They love to play and be active doing lots of things indoors and outdoors. As we do our Be Active Kids activities they will help us learn new ways to move and play."

Hold up picture or a puppet of each character as you talk about the character.

"This is Blue the Caring Cub. He is the leader of the Be Active Kids Club. Blue likes to be friends with everyone. Let's walk around like Blue and say hi to all of our friends."

"This is Glide the Bird. She flaps her wings to move fast. Can you move your arms up and down like Glide and pretend that you are flying?"

"Swing is a playful monkey. He likes to climb. He lifts his legs high to climb up and over things. Can you swing your leg up and over and pretend you are climbing over a rock?" (Demonstrate lifting leg and swinging it over).

"This is Leap the Rabbit. She loves to jump on both feet. Let's all jump like a rabbit on two feet."

"Our friend Dart is a dog. His favorite thing to do is to run. We are going to run in place like Dart runs."

"Here is a story about our Be Active friends. When they do something like jumping we will do it, too." Read the story and demonstrate each activity, encouraging children to join in. Hold up or point to the characters as they talk.

Blue: *"Hi, I am Blue. I love to move around and have fun with my Be Active friends and with you. What should we play? I know, let's play follow the leader. You do what I do. I am sure all of my friends will have ideas, too. First, we all need to stand up. I am going to march around the room. Follow me."*

Leap: *"I can lift my knees high when I am walking. We can all do that."*

Dart: *"I like to run. We can all run around fast and follow each other."*

Glide: *"I love to dance. Let's swing our arms and move our feet and dance."*

Swing: *"I like swinging from trees but I cannot do that right now. What can I do? I know. We can pretend that we are throwing balls. Watch; I am pretending I have a ball and am throwing it with two hands. Catch it. Now you do it."*

Blue: *"Boy that was fun. I really like playing with all of you. Your teacher has lots of fun things we can do together every day."*

Tips:

- Give an adult the character pictures or puppets and have him/her hold up each one when the character is talking. For older children, you can have them hold up the characters.
- If you are outdoors, use more active activities such as running to a tree. Add other outdoor movement incorporating the natural environment such as picking up a stone or a pine cone.

Alternatives/Adaptations:

- Have children suggest things that the characters might do.
- Change the pace — go fast, go slow.

CUE WORDS

- Walk
- Swing
- Knees high
- Throw
- Run
- Catch
- Dance



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, effort awareness, spatial awareness	Language & literacy (vocabulary), listening skills
Walking	Jumping, landing	—		

Going to the Park

BE ACTIVE KIDS®

Equipment:

Basket, ball, supplies for a picnic (blanket and plates), trikes, bikes or other riding toys

Instructions:

Have picnic basket, ball, etc. in the room. Read the story to the children and have them act out each part.

- *"Today we are going to pretend that we are going to the park. Let's get everything together that we will need."* Ask children what they think we will need (basket, plates, ball, kite, blanket, etc.). Have children go around the room to find items and put them in the basket.
- *"We are going to ride our bikes to the park. Put on your helmets (or pretend if you do not have helmets or are indoors) and get ready to ride!"*
- *"Here we are at the park. Let's put our bikes in the bike rack and get out our things."*
- *"The wind is really blowing. Can you move like the trees?"* (Have children sway back and forth with arms up).
- *"First, let's fly a kite. Up it goes. Can you dance like the kite in the sky?"* (Act out the motions of getting the kite into the sky. Have children move around like a kite in the sky, unwinding the string, running, etc.).
- *"Now let's play kickball."* (Give children balls and allow them to kick them. Give each child several turns).
- *"It's time to eat. Is anyone hungry? Let's put out our picnic blanket so we can eat."* (Have children spread out a blanket and take items out of basket.)
- *"Oh look, I see a slide. Let's slide down."* (Have children throw arms in air and sit down as if to slide. Repeat several times moving as if climbing ladder, arms up to slide).
- *"It's time to go home. Let's pack up everything, put on our helmets, and get on our bikes and ride home."*
- *"Did you have fun? If you had fun, jump up and down and shout 'Hooray!'"*

CUE WORDS

- Pedal, pedal, pedal
- Move your arms
- Sway
- Kick
- Jump



Tips:

- This activity can be done indoors or outdoors. Keep children moving. You might add an actual healthy snack such as carrot sticks and have children eat the snack.
- Use cards with pictures of items to be put into the picnic basket instead of actual items.
- If outdoors, actually have children put on helmets and ride bikes. If indoors, have children act out putting on helmet and walk in place to resemble riding.

Alternatives/Adaptations:

- Ask children for suggestions of what they would like to do in a park.
- Talk about healthy foods to eat on a picnic.

(Adapted from "Color me Healthy.")

NC Cooperative Extension & NC Division of Public Health, Physical Activity and Nutrition Branch (2002). Color Me Healthy, Preschoolers Moving & Eating Healthy.

Retrieved at <http://www.colormehealthy.com/professional/index.html>.

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, effort awareness, spatial awareness	Language & literacy (vocabulary)
Running	Dancing, swaying, swinging, jumping, landing	Kicking		

A Trip to the Farm

BE ACTIVE KIDS®

Equipment:

Basket, ball, bikes, CD of "Old MacDonald" (optional)

Instructions:

Read the story to the children and have them act out each part. Demonstrate the movements as you read the story: walking with high knees, walking on four limbs, flapping arms like a chicken, galloping, waving arms like a bird, picking up a heavy pumpkin.

• *"Today we are going to pretend we are going to the farm. We will have a picnic and pick some pumpkins. Let's get everything together that we will need."*

Ask children what they think we will need (basket, plates, ball, kite, blanket, etc.). Have children go around the room to find items and put them in the basket.

- *"Now let's get on the bus. The steps are pretty high. You need to step high to get on the bus."* (Have children use high marching steps.)
- *"Here we are at the farm. Let's go see the animals before we pick our pumpkins."*
- *"Look – I see a cow. What sound does a cow make?"* (Children say "moo.") *"Now let's walk like the cow walks."* (Have children bend over and walk on all four limbs if possible).
- *"Look, there are some chickens. Chickens say 'cluck, cluck.' They are running around. Let's flap our arms and run around like a chicken. Let's all move and sound like chickens. We need to move fast because chickens are fast."*
- *"What is in that pen? It looks like horses. What does the horse say?"* (Children say "neigh.") *"Let's gallop like the horse."* (Remind children that when galloping the same foot always leads).
- *"I see birds flying away. Flap your wings like the birds and go to where the bird flew way over there."* (Name a place on other side of play area or the area where you have placed pumpkins.)
- *"Now we will go over to the pumpkin patch and pick our pumpkins."* (Have children walk over to open area. If possible put out balls or other Loose Parts to use as pumpkins). *"Some pumpkins are small, some are large. Find a good one. How would you pick up a heavy pumpkin?"* (Have children pretend to pick up a heavy pumpkin).

- *"It's time to eat. Is anyone hungry? Let's put out our picnic blanket so we can eat."* (Have children spread out a blanket and take items out of basket.)
- *"It's time to go home. Let's pack up everything and get on the bus."*

CUE WORDS

- High marching knees
- Bend over, all fours
- Flap your arms, quick feet
- Gallop — one foot stays in front
- Move quickly

Tips:

- This activity can be done indoors or outdoors. Keep children moving.
- You might add a healthy snack such as carrot sticks and have children eat the snack.

Alternatives/Adaptations:

- Instead of riding a bus, ride bikes. *"We are going to ride our bikes to the park. Put on your helmets and get ready to ride!"* (If outdoors, have children put on helmets and ride bikes. If indoors, have children act out putting on helmet and walk in place to resemble riding).
- Have a clue at each area that directs the child to the next activity. For example, when at the chicken pen, have a clue that says *"Walk like a cow over to the cow pen."*
- Have children pretend to ride a horse using a stick.
- Try catching the chickens after acting like them. Divide the class in half and give feathers to half of the children to indicate which are the chickens. Have the other children run after them and "catch the feather."
- Use something weighted such as a bottle filled with water or a rock to represent the pumpkins.
- Ask children what is on a farm. Talk about animals that are found on a farm.
- Read a book about a farm.
- Sing "Old MacDonald Had a Farm."
- Add as many animals as you want – have the children name animals (even if they may not really be farm animals), then move like the animals.



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, effort awareness, spatial awareness	Language & literacy, science
Running, walking	Jumping, landing	—		

Name of Activity	Age	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Going on a Bike Ride	Birth-3 months		■		Body awareness	Language & literacy
Tummy Time	Birth-12 months		■		Body awareness	Language & literacy
Sledding Adventure	6 weeks-5 months	■		■	Body awareness	Language & literacy
Kick like Leap the Rabbit	1+ months		■		Body awareness	Language & literacy
Dart's Flip-Flop	1+ months		■	■	Body awareness	Language & literacy
Trunk Lift	2+ months		■		Body awareness	Language & literacy
Swat Team	2-4 months		■	■	Body awareness, relationship awareness	Language & literacy
Rock and Roll	3+ months		■		Body awareness, relationship awareness	Language & literacy
Having a Ball	3-6 months		■		Body awareness, relationship awareness	Language & literacy
Dart's Water Kicks	3-6 months		■	■	Body awareness	Language & literacy
Sensory Bottles	4+ months		■	■		Language & literacy
Give Blue a Hand	4-7 months	■	■		Body awareness	Language & literacy
Flying like Glide	4 months-1 year		■		Body awareness	Language & literacy
Row, Row, Row Your Boat	5-10 months		■		Body awareness, spatial awareness	Language & literacy
Pat-a-Cake	6+ months		■		Body awareness	Language & literacy, social interaction
Swing's Sway	8+ months		■		Body awareness, spatial awareness	Language & literacy
Arts and Crafts	8+ months			■		Cause & effect
Crawl like Blue the Caring Cub	9+ months	■			Body awareness, spatial awareness, relationship awareness	Language & literacy
Cruise-in	9+ months	■	■		Body awareness, spatial awareness	Language & literacy
Tunnel Crawl	9-12 months	■			Spatial awareness, relationship awareness	Language & literacy
Doing the Bounce	10+ months		■		Body awareness	Language & literacy
Mountain Climbing	10+ months	■	■		Body awareness, relationship awareness	Language & literacy
Stepping Out	10+ months	■	■		Body awareness, spatial awareness	Language & literacy
I'm Right Behind You	10+ months	■			Body awareness, spatial awareness	Language & literacy

Physical Development of Infants

Infants (birth-1 year) grow and develop quickly during their first year, gaining control over their heads and torsos, learning to roll over, reach, sit up; then moving around by cruising, creeping, and crawling to explore their environments; and ultimately beginning to walk, first with assistance and then on their own. When they are very young, it is important to give them plenty of tummy time to develop strength in their necks, arms, and chests. Later, infants can be encouraged to move and be active by stimulating them with your voice, attractive toys, and changes in environment such as exposing them to nature. This program will give you ideas about the kinds of physical activities infants can participate in.

Equipment and Loose Parts List

- Baby bathtub or basin
- Blanket
- Bottles (filled with rice, beans, bells, etc.)
- Large mobility ball
- Newspaper or other paper
- Rattle
- String
- Music

Equipment:

None

Instructions:

This activity focuses on gross motor skills through leg cycling motion.

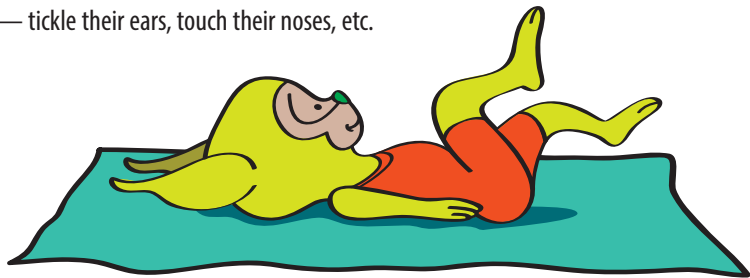
- With infants lying on their backs on the floor, grasp them gently by each ankle and move their legs slowly in a circle, as if they were riding a bicycle.
- Exaggerate the movement slightly, bringing their knees up close to their chests and stretching each leg out straight on the “down” side.

Tips:

- Hold your face close to the infant’s, and speak to him/her softly about what you are doing: *“Here is your left leg turning. Now your right.” “Here it goes up, up, up ... and back down again.”*
- Each baby develops at a different pace, so if any of the babies in your care are not quite ready for this activity, do not worry — just try again in a few weeks.

Alternatives/Adaptations:

- Vary the rhythm of the cycles, alternately speeding up and slowing down. The motion strengthens the legs and abdomen, and your voice perks up the baby’s hearing. Teach them the cancan: Raise their knees up and give each leg a high kick.
- You can also add arm movements: Move them out to the side, and then raise them up above their heads. (This could be thought of as “the frog.”) Finally, do not forget the disco fun of “Y-M-C-A” – babies especially love the exuberance of the arms-in-the-air “Y.”
- You can also start to teach the names of body parts — tickle their ears, touch their noses, etc.
- Try these activities in an outdoor learning center.



CUE WORDS

- Left, right
- Up, down

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness	Language & literacy (body parts)
—	Muscle development strength	—		

Equipment:

Supports if needed, blanket for floor, toys, books

Instructions:

To help infants develop the muscles in their back, neck, and trunk

- Place infants on their tummies on the floor with attractive toys or face-to-face with a caregiver.

Tips:

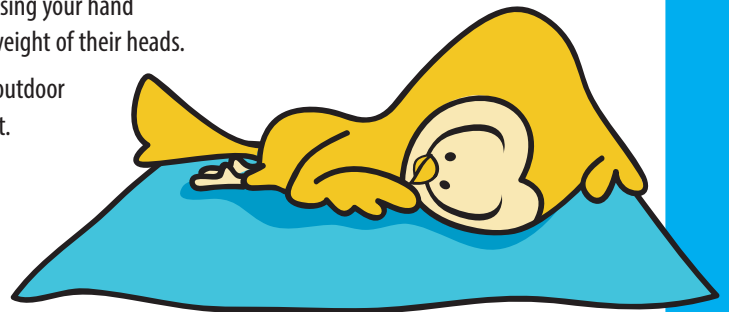
- Avoid small toys like rattles that the baby can simply pick up, roll over with, and put in their mouth, effectively ending tummy time.
- Use toys that make noise, sparkle, move, etc. to encourage movement.
- Don't forget natural or homemade elements such as colored water in a water bottle with glitter or small toy animals.

Alternatives/Adaptations:

- Place the babies in front of a low mirror to keep them engaged.
- Place two babies face-to-face in tummy time.
- Place baby face-down across your lap for burping or soothing, keeping a hand on the baby's bottom to steady and soothe him/her.
- For young babies, try tummy-to-tummy with the caregiver lying down, propped up on pillows, and the baby on the caregiver's chest or tummy. Hold the baby firmly for safety.
- To support a baby who lacks upper body strength you can place a rolled blanket under his/her chest and behind the elbows. Assist young infants by using your hand to gently push their bottoms back and down to counterbalance the weight of their heads.
- Try different tummy time textures such as grass. Spend time in your outdoor learning environment. This should stimulate and fascinate your infant.

CUE WORDS

- Tummy
- Look



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
—	Muscle development strength	—	Body awareness	Language & literacy (body parts)

Sledding Adventure

BE ACTIVE KIDS®

Equipment:

Baby-size piece of thick cardboard or small blanket

Instructions:

Swing the Monkey loves to go sledding in the winter but we can have fun sledding every day while giving children a sense of forward motion.

- This activity works best on a carpet or rug but can be enjoyed (carefully) on a linoleum or wood floor.
- Lay the cardboard or blanket down on the rug or floor and position the baby tummy down on top of it, with the baby's arms out in front of him/her or to the sides.
- Gently slide the cardboard or blanket forward and back, to give the baby the sensation of crawling forward.

Tips:

- Crawling may be many months away, but playing movement games can ready babies for forward motion. Do not pull too quickly or tilt them up too far because that can be startling.
- This activity also encourages reaching and grasping.

Alternatives/Adaptations:

- If infants are not yet able to hold their heads up for this activity, just lay them on their tummies. In several months, babies will begin using their arms to propel themselves forward, helping them develop the coordination they will need to creep and crawl.
- Place a toy a few feet away and cheer, "Go, baby, go."

CUE WORDS

- Forward
- Backward

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Preparation for crawling	—	Reaching, grasping	Body awareness	Language & literacy

Kick like Leap the Rabbit

BE ACTIVE KIDS®

Equipment:

None

Instructions:

This activity stimulates leg movements.

- Stimulate leg thrusts by laying the infants on their backs on your lap or on the floor on a blanket.
- Hold the infant's feet and push them toward the body so knees are flexed, legs are bent, and heels are close to their bottoms.
- Let them push back against your hands. Talk to them about what you are doing.

Tips:

- You can tickle the bottom of the baby's foot to help stimulate leg movement

Alternatives/Adaptations:

- Move legs one at a time. As the baby gets older you can encourage him/her to kick at your hands or kick at other toys.
- If the babies do not push back, you can pull back on their feet to get them used to the motion.
- Play pat-a-cake with feet. Clap an infant's feet together with your hands and see if the child can imitate this clapping movement.
- Try these activities in your outdoor learning environment.

CUE WORDS

- Kick
- Push

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
—	Muscle development strength	—	Body awareness	Language & literacy

Dart's Flip Flop

BE ACTIVE KIDS®

Equipment:

Rattle, blanket for the floor

Instructions:

This activity focuses on turning and grasping, which can stimulate rolling motions.

- Position baby on his/her side with legs bent to maintain balance.
- Shake a rattle or other noise-making toy behind the baby to encourage him/her to roll over and grasp the rattle.
- Talk to the baby and encourage him/her to roll over.

Tips:

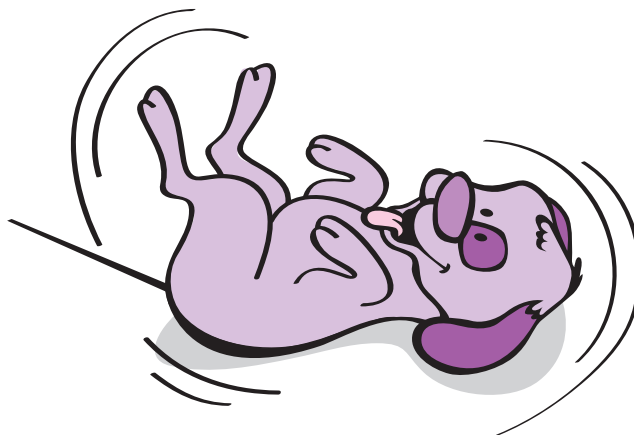
- Caregiver is positioned behind the baby.
- Sometimes physical touch to the baby's back will help encourage movement.

Alternatives/Adaptations:

- Use stuffed animals or toys to attract attention.
- Have the infant work on turning from either side. You may need to assist by helping with leg movement.
- The infant's body should follow the head movement.
- Try these activities outdoors.

CUE WORDS

- Roll
- Turn
- Grasp



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness	Language & literacy
—	Turning	Grasping		

Equipment:

Rattle, blanket for the floor

Instructions:

This activity focuses on developing strength in neck and chest.

- Position the baby on his/her stomach with head turned to the side and arms resting out to the side.
- Attract the infant’s attention by shaking a rattle or other noise-makers near the floor and move it above the head to encourage the baby to lift his/her head and trunk.

Tips:

- Get close to the baby and provide encouragement by saying positive words.

Alternatives/Adaptations:

- Hang pictures of animals on the walls. Point to them and say their names as baby looks and turns.
- Have the infant work on turning from either side.
- Create a colorful mobile using red, white, and black along with shiny objects or natural elements to stimulate interest.
- Try this activity in your outdoor space — nature sounds, wind, and movement of trees and animals are great ways to stimulate trunk movement.

CUE WORDS

- Look
- Lift

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness	Language & literacy (vocabulary)
—	Muscle development strength, stretching, twisting, turning	—		

Equipment:

String and simple, light objects (plastic measuring spoons, rattle, piece of aluminum foil, a ball of wool)

Instructions:

Join Blue and the rest of the Be Active Clubhouse gang as they become the swat team. This activity develops hand-eye coordination.

- Use heavy string, such as fishing line or dental floss, to hang a rattle, a ball of wool, or a set of plastic measuring spoons (anything that is eye-catching or makes noise) just within swatting distance.
- Vary the objects every few minutes to keep the baby's interest.
- Lie beside the babies and talk about what they see and what they are doing.

Tips:

- Hang the object so that it is touchable but far enough away so that the baby cannot grab hold of it and yank it down.
- Make sure you use objects that are not choking hazards — avoid using anything small enough to fit through a toilet paper roll.

Alternatives/Adaptations:

- Try this activity outdoors on a grassy area. Stimulate reaching or swatting with natural elements such as sticks, leaves, etc.
- Be aware of temperature and glare from the sun.

CUE WORDS

- Reach
- Swat
- Grab

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, relationship awareness	Language & literacy
—	Muscle development strength	Reaching, grasping, striking		

Equipment:

Blanket for the floor

Instructions:

In this activity you are gently moving the infant to encourage movement and body awareness.

- To encourage muscle development and connections between the baby’s brain and muscles, gently move the baby by rolling, bouncing, turning, and swaying.
- Put the baby in your lap and lean backward and forward.
- Hold the baby’s hands and sway side to side.

Tips:

- Take care when bouncing not to be too vigorous. Watch reactions to see what the baby likes and does not like. Work on movements that are more challenging for the baby.
- Use noises to keep the baby’s attention.
- Place attractive toys close by to encourage the baby to turn over.
- Use positive and fun words to reinforce movement.
- Sing “Rock-a-bye Baby.”

Alternatives/Adaptations:

- Roll infants from back to stomach and stomach to back. Help position them so they can work on producing the movement on their own.
- You can also bounce with the baby on a mobility ball, if available.
- Try these activities outdoors — this is a great opportunity for children to experience natural textures, smells, and sounds.

CUE WORDS

- Turn
- Roll
- Bounce

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, relationship awareness	Language & literacy (singing)
—	Muscle development strength, rolling, turning	—		

Having a Ball

BE ACTIVE KIDS®

Equipment:

Mobility ball, beach ball

Instructions:

This activity works on gross motor skills.

- Blow up a yoga mobility ball or beach ball most of the way leaving a soft spot for the baby to lie on.
- Holding the baby firmly on either side of the torso, place the baby tummy down on the ball and roll him/her back and forth and from side to side.
- Talk or sing to the baby as you help him/her roll.

Tips:

Once the baby is strong enough, allow the baby to try to hold his/her head steady.

Alternatives/Adaptations:

- Try a cylindrical bolster pillow to provide a gentle ride, although without the back-and-forth action.

CUE WORDS

- Forward
- Backwards
- Sideways



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, relationship awareness	Language & literacy (singing, vocabulary)
—	Rolling, balancing	—		

Equipment:

Small baby bathtub

Instructions:

This activity focuses on developing strength in the legs and manipulating objects.

- Fill a tub with 2-3 inches of water.
- Hold the baby upright in a sitting position in the water. Most babies love the stimulation of the water and will start kicking their legs happily.
- As they kick and splash higher and higher, they discover that it is their legs that are causing all the splashing.

Tips:

- **Never leave a baby unattended in water for even a moment.**
- **Limit time spent in the water.**
- **Be aware of water temperature** (to test the water temperature, feel the water with the inside of your elbow or wrist).
- Sing to babies as they kick.

Alternatives/Adaptations:

- This activity can be done outdoors on a warm day.
- This activity can be done without water using small, light objects to surround baby's feet.
- Touching the bottom of the feet and stroking toe to heel or heel to toe can also stimulate kicking motions.
- Holding the baby's chest high while moving up and down can also stimulate leg movements.

CUE WORDS

- Kick
- Splash



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness	Language & literacy (singing)
—	Kicking actions	Reaching, striking		

Equipment:

Plastic bottles of various sizes filled with rice, beans, water, etc., sealed

Instructions:

This activity involves manipulating objects.

- Collect plastic bottles of various sizes and fill them with interesting items such as rice, water, beans, or feathers. Seal them securely.
- Sit with infants and help them roll and manipulate the bottles.
- Talk about what is in the bottles, what colors they are, the noises they make, etc.

Tips:

- Find other fun and interesting items to fill the bottles that will keep babies engaged.

Alternatives/Adaptations:

- As babies develop more skills and mobility, roll the bottles to them or away from them and encourage them to scoot or crawl after them.
- Later, more mobile babies can lift and carry the bottles and you can increase the bottles' weight.
- Have older babies fill milk crates with the bottles.
- Use the bottles as home-made instruments and shake to music.
- Adapt this activity to different outdoor settings (sand area, water area, grassy area).

CUE WORDS

- Rolls
- Grasp
- Watch
- Shake



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	—	Language & literacy
—	Pushing, pulling	Reaching, grasping		

Equipment:

None

Instructions:

Use this activity to work on infants' motor development and coordination.

- To encourage crawling, place infant on belly and press the palms of your hands against the soles of the baby's feet. As the baby pushes against your hands (perhaps accidentally at first), he/she will move forward. This will happen more and more as babies learn the consequences of their actions.

Tips:

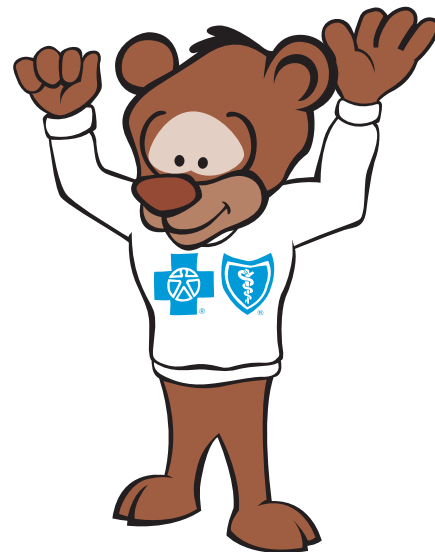
- Get down on the floor (on stomach or hands and knees) and talk or sing to the baby to stimulate movement.

Alternatives/Adaptations:

- If the baby is already up on all fours and rocking back and forth, encourage him/her to crawl by holding or placing favorite objects just beyond reach.
- Place the baby's favorite animal toy in front of him/her and using the animal's name, tell the baby to get the toy.
- Try this activity outdoors; it's a great opportunity to connect with nature.

CUE WORDS

- Head Up
- Push



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Creeping, crawling	Upper body support	—	Body awareness	Language & literacy

Equipment:

None

Instructions:

This activity helps to develop sitting and arm strength and development.

- Sit with the baby in your lap, facing out (child's back to your stomach).
- Talk to the baby about birds flying or show a picture of birds flying.
- Flap your arms in big flying movements and encourage them to do the same, to pretend to fly.

Tips:

- Help by physically moving baby's arms up and down and moving side to side. You can also sing songs about birds.
- Talk about how birds have big, strong wings that they use to fly.
- Look outdoors for birds to imitate.

Alternatives/Adaptations:

- For infants who are starting to walk, help them "take-off" from your lap and "fly" around the room.
- Allow the child to hold objects to encourage flapping arm movements.

CUE WORDS

- Arms out
- Flap



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
—	Self-supported or assisted sitting, arm movements	—	Body awareness	Language & literacy (singing)

Row, Row, Row Your Boat

BE ACTIVE KIDS®

Equipment:

None

CUE WORDS

- Forward
- Backward

Instructions:

Work on this activity to develop children's trunk control and gross motor development.

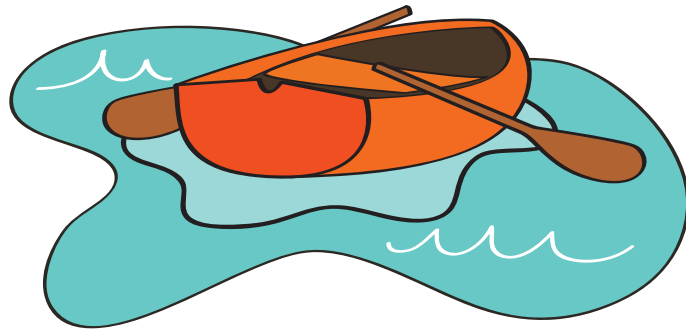
- This activity strengthens infants' back muscles in preparation for holding themselves in a seated position.
- Do this activity while singing "Row, Row, Row Your Boat."
- Sit on the floor with your legs out in a "V" and sit the baby facing you with a sturdy pillow or upright cushion propped behind for support.
- Grasp the baby's hands firmly and pull his/her arms gently so that the baby leans toward you while you lean back slightly, then reverse so that you lean forward and the baby leans back just a bit.

Tips:

- Start off slowly and get faster as the babies get older and have more control.
- Playing the music can be encouraging and fun.
- Show the baby a picture of a boat or a book illustrating the song.

Alternatives/Adaptations:

- As your baby gets used to this game, you can lean farther and farther forward and backward.



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, spatial awareness	Language & literacy (singing)
—	Muscle development, strength, trunk control	—		

Pat-a-Cake

BE ACTIVE KIDS®

Equipment:

Pillows (as needed)

Instructions:

This activity works on muscle development and strength.

- When the baby can sit alone, or sit propped up with pillows, sit in front of him/her.
- Take the baby's wrists and point the palms toward one another and have them clap out the rhythm with you as you sing/say: *"Pat-a-cake, pat-a-cake, baker's man, bake those cakes as fast as you can."*
- Then take the baby's hands and roll them over each other as you sing/say: *"Roll them over, roll them over."*
- Then extend the baby's hands out and up as you sing/say: *"And throw them in the pan."*

Tips:

- It is fine to use different words in the song.
- After you have done this a few times, ask, "Want to play pat-a-cake?" and pat your hands together.

Alternatives/Adaptations:

- For older infants ask, *"Want to play pat-a-cake?"* Then don't join hands and encourage the baby to make the same motions you make. Make the motions with the child together. Compliment the baby for even a partial imitation.

CUE WORDS

- Clap
- Pat
- Roll

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
—	Muscle development, strength	—	Body awareness	Language & literacy

Equipment:

None

CUE WORDS

- Sway
- Lean

Instructions:

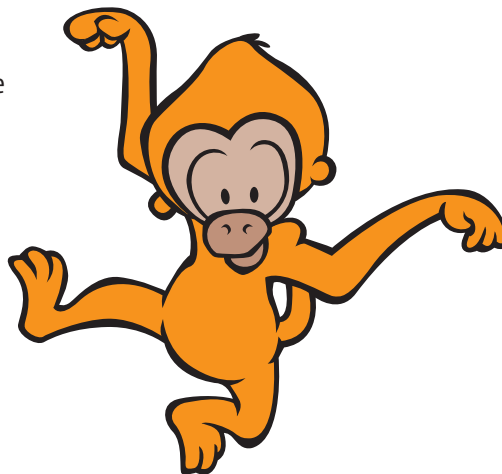
To develop core strength and balance for infants who can balance on their feet and maintain an upright position, hold them in a standing position on their feet with your hands at their sides, and sway them back and forth, side to side.

Tips:

- Position babies facing you so that you can see them and monitor their reactions.
- Sway the baby as you sing "London Bridge is Falling Down," and place the baby on his/her bottom when you sing "they all fall down."
- This activity can be done from a sitting position or while laying on your back with the baby on your stomach.

Alternatives/Adaptations:

- As the baby gains balance you can hold hands instead. Face the baby away from you to give him/her a different view.
- The baby can be swayed while in a seated position with support to maintain an upright posture.



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
—	Balance, muscle development, core strength, swaying	—	Body awareness, relationship awareness	Language & literacy

Equipment:

Newspaper

Instructions:

This activity helps children work on manipulating objects. Collect scrap paper and show babies how to tear it up.

Tips:

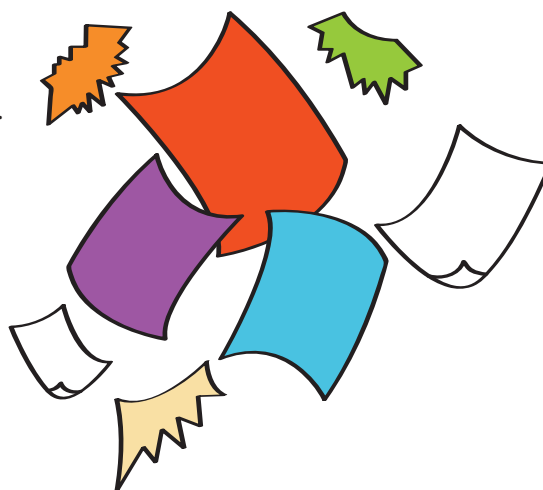
- Make paper pieces small and easy to manipulate.
- Increase paper size as the baby's age increases.
- Monitor the activity to make sure the paper does not go into the baby's mouth.
- Use various colors and textures of paper.

Alternatives/Adaptations:

- Paper can also be crumpled then used as a ball to toss, roll, and crawl after.
- For older babies, have them create multiple paper balls, count them, and talk about numbers.
- This activity can be done outdoors with natural elements such as leaves.

CUE WORDS

- Fingers
- Pull
- Tear
- Squeeze



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	—	Cause and effect
—	—	Grasping, throwing, and other fine motor skills		

Crawl like Blue the Caring Cub

BE ACTIVE KIDS®

Equipment:

Attractive toys

Instructions:

This activity works on locomotion on hands and knees.

- Place an attractive toy or natural Loose Parts on the floor in front of the baby, who is lying on his/her belly.
- Encourage the baby to get the toy by saying the name of the toy.
- Move the toy back as the baby approaches. Allow for success by letting the baby reach the toy.
- Use encouraging words and sounds.

Tips:

- Work on this activity with an infant who is able to support weight on his/her hands and knees.
- Encourage the infants to come to you by holding your arms out and calling to them.

Alternatives/Adaptations:

- Work on pushing up to hands and knees and balancing there. You may assist the baby into this position.
- Provide assistance by moving arm, leg, arm, leg, if needed.
- This is a great opportunity to provide experience with your outdoor learning environment and interaction with natural elements.



CUE WORDS

- Up
- Arm, leg, arm, leg

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, spatial awareness, relationship awareness	Language & literacy
Crawling	—	—		

Equipment:

Sturdy furniture

Instructions:

This activity works on locomotion through cruising by encouraging infants to pull up to standing and move along a stable object.

- Encourage the baby to pull up from a sitting to a standing position by attracting his/her attention to a toy by talking and pointing to the toy.
- Place the toy on the edge of a stable object, out of reach, and ask the baby to get the toy.
- Use your words and the toy to encourage

Tips:

Provide many objects in various colors that children can grasp and pull up on.

Alternatives/Adaptations:

- Sit on the floor and have the baby pull up on your hands, giving assistance as needed to help the baby stand.
- Take this activity outdoors: Use trees, stumps, and other natural elements to encourage standing and cruising.

CUE WORDS

- Pull up
- Step
- Move

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, spatial awareness	—
Stepping, cruising	Sitting, standing	—		

Tunnel Crawl

BE ACTIVE KIDS®

Equipment:

None

Instructions:

This activity works on locomotion by encouraging creeping, crawling, and walking.

- Stand with your legs a little wider than your shoulders.
- Tell the babies that they are the train and you are the tunnel, and then encourage them to crawl or scoot through your legs.
- Add a few “choo-choos” and train whistle sounds as they move through the tunnel.
- Sing “I’ve Been Working on the Railroad.”

Alternatives/Adaptations:

- Once the babies get the hang of the activity, tell them that the “train” needs to get through the tunnel quickly before it closes. As they pass through, move your legs closer together and try to gently catch them.
- You can use other adults to extend the length of the “tunnel.”
- Make a tunnel that is big enough for walkers by leaning with your hands against a wall, or make a tunnel by joining hands with another teacher.
- Use an actual tunnel to encourage moving longer distances as infants gain skill.
- Use elements in nature to crawl under.

CUE WORDS

- Low
- Head up
- Bottom up
- Arm, leg, arm, leg



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Creeping, crawling, walking	—	—	Spatial awareness, relationship awareness	Language & literacy (spatial awareness)

Doing the Bounce

BE ACTIVE KIDS®

Equipment:

None

Instructions:

- While you are both standing (supporting the infant as needed) have the baby hold your fingers or hold at waist.
- Demonstrate how to bounce by dipping your knees and moving your joined hands up and down.
- Now try doing it a little to the right and a little to the left. Initiate by moving your head in that direction.

Tips:

- Add songs such as “Pop Goes the Weasel” that correspond to the movement.

Alternatives/Adaptations:

- Try this activity with both of you sitting. Simulate bouncing by moving your arms up and down. You can also try just bouncing on your bottoms.
- Take the activity outdoors and have the child hold branches or stumps, or other Loose Parts and encourage their movements.

CUE WORDS

- Stand
- Bounce

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
—	Standing, balancing, bouncing	—	Body awareness	Language & literacy

Mountain Climbing

BE ACTIVE KIDS®

Equipment:

Attractive toy

Instructions:

In this activity the infant is encouraged to creep over a barrier, such as the caregiver's legs.

- With the baby sitting on the floor to one side of you, sit with your legs out and knees together.
- Place a toy on your side opposite the baby and encourage the baby to climb over your legs to get it.

Tips:

- Encourage movement with positive words.
- Use toys or Loose Parts that sparkle or make noise to attract the child's attention and encourage him/her to climb over the barrier.

Alternatives/Adaptations:

- Bend your knees to make a higher "mountain."
- Use a lower barrier such as a folded blanket or a small pillow.
- Play hide and seek by hiding behind the pillow and encouraging the baby to come find you.
- Use objects that are visually stimulating, auditorily stimulating or both, such as rattles, light wands, etc.

CUE WORDS

- Look
- Up
- Over

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, relationship awareness	Language & literacy
Creeping, crawling	Pulling, transferring weight	—		

Stepping Out

BE ACTIVE KIDS®

Equipment:

None

Instructions:

This activity works on taking steps.

- Sitting or kneeling with the baby facing you, support him/her in a standing position with your hands around the torso.
- Say, "Let's walk," and encourage the baby to take steps.

Tips:

- Move body slightly side to side to simulate a walking motion.

Alternatives/Adaptations:

- Try this activity standing so you can move together.
- To encourage movement, hide a teddy bear and ask, "Can you find the teddy bear?"
- This activity is great to do outdoors on wet, muddy, or grassy areas without shoes so that babies can feel the different textures.

CUE WORDS

- Forward
- Backward

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, spatial awareness	Language & literacy
Stepping, walking	Balancing	—		

I'm Right Behind You

BE ACTIVE KIDS®

Equipment:

None

CUE WORDS

- Pull
- Step

Instructions:

This activity works on locomotion while standing with support.

- Practice walking with infants by holding both hands, standing behind them, and walking.
- Release one hand as they become more agile.

Tips:

- To protect caregivers' backs, limit this activity as needed. Try sitting in a chair with wheels, positioning the child to face you, holding child's hands, and moving backwards.
- Caregivers can encourage babies to cruise along a stable table or other piece of furniture while being monitored and supported as needed by caregiver.

Alternatives/Adaptations:

- Encourage the baby to pull up by attracting his/her attention with a toy. Place the toy on the edge of a stable object, out of the baby's reach, and ask him/her to get the toy. Name the toy.
- For infants that need more support, sit on the floor and have the baby pull up on your hands, giving assistance as needed to help with standing.
- Try this activity in different outdoor settings and with different Loose Parts to stimulate movements. Remove the baby's shoes to allow him/her to feel the natural elements under his/her feet.



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Walking	—	—	Body awareness, spatial awareness	—

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Beginning Running Games	■			Spatial awareness, effort awareness	Language & literacy (colors), numeracy
Catch the Bubble	■	■	■	Spatial awareness, effort awareness	Language & literacy (colors), numeracy
Kick Around	■	■	■		Language & literacy, spatial relationships
Lily Pad Walk	■			Spatial awareness, effort awareness	Language & literacy (colors, fast-slow)
Let's Take a Walk	■			Effort awareness, spatial awareness	
What Do You See?		■		Spatial awareness, body awareness	Language & literacy

Physical Development of Toddlers

Toddlers (age 1-2 years) are beginning walkers. They love to move around to explore their environment. The major gross motor development in this period is associated with locomotion. By age 2 children should be able to run fairly well. They use a wide stance for balance. They enjoy activities that encourage them to move around and are beginning to throw and kick balls. These activities will encourage toddlers to try these developing skills.

Equipment and Loose Parts List

- Bean bags
- Boxes/baskets
- Bubble soap and wand
- Colored floor markers, spots or carpet squares
- Cones
- Chalk
- Foam noodles
- Foot cutouts
- Hula hoops
- Large balls (such as beach balls, foam balls, playground balls)
- Scarves
- Small balls
- Soft toys
- Music
- Natural items (such as sticks, stones, pinecones, etc.)
- Small stuffed animals
- Tape

Beginning Running Games

Equipment:

Bubbles, various colored balls

Instructions:

Toddlers love to run. Have them run different places, providing opportunities for children to run.

1. Stand 10 feet away from the child. Tell the child to come and get you. Run and tell the child to catch you. Use noise makers such as bells to attract children's attention.
2. Tag the teacher: Have two or more children run as fast as they can and tag the teacher.
3. Roll or throw different color balls and have children run and get the balls. Specify which color ball they should retrieve.

Tips:

- Be sure to include **all** children in whatever activity you do — do not have children waiting long for a turn.
- Use visuals such as scarves, stuffed animals, etc. to encourage children to run.

Alternatives/Adaptations:

- Have children run in different ways — run in place, run making lots of noise with their feet, run lightly, run with small steps. Play Follow the Leader — run down paths that are straight, curved, or zigzag.
- As you notice children getting tired, change the speed of the movements (jogging or walking) or the distance they travel. This can be for all children or just a few.
- For children with limited mobility, adjust activities. For example, a child can go as fast as possible in his/her wheelchair (an adult will need to push it).
- Promote opportunities for children to run in various outdoor settings such as grassy areas, mud puddles, up and down hills, down pathways, etc.

CUE WORDS

- Fast feet
- Arms out
- Watch
- Heart check

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Running	—	—	Spatial awareness [pathways], effort awareness	Language & literacy (colors), numeracy

Catch the Bubble

BE ACTIVE KIDS®

Equipment:

Bubble soap, bubble wand

Instructions:

"Bubbles are so much fun. They float in the air. Let's try to catch them."

- Blow bubbles so that they are moving across an area. You can run as you blow the bubbles.
- Have children run with the bubbles and try to "catch (pop) the bubbles."
- Sing songs about bubbles as the children run.
- Have children catch or pop bubbles at different levels (high, medium, low).

Tips:

- Count how many bubbles children pop.
- Use a bubble wand that makes large bubbles. Have the children run and pop the big bubbles. You can also use a wand that has multiple holes to simultaneously blow several bubbles.
- Make your own bubble wand from materials that you have around such as cookie cutters, the end of a frozen juice can, a tuna can with the top and bottom removed. Use something that has multiple holes such as a fly swatter to create lots of bubbles
- When outdoors, consider wind and glare from the sun.

Alternatives/Adaptations:

- For a child who is unable to walk or run, these activities can be done while seated. The child can still track the bubbles and pop the bubbles with his/her hands.



CUE WORDS

- Float
- Pop

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Running	Reaching, jumping, landing, stretching, bending	—	Spatial awareness [levels], effort awareness	Numeracy, language & literacy

Equipment:

Large balls (such as beach balls), large foam balls, boxes or laundry baskets

Instructions:

Toddlers love to play with balls — they can even start to kick them. Once they get some confidence kicking, you can add targets to kick toward. Toddlers may miss a lot but it is still fun!

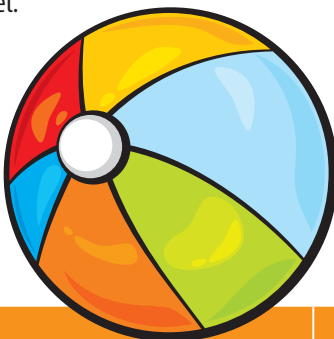
- Have children stand on different color markers. Say the colors of the markers as they stand on them.
- Start with large balls. Have children kick the balls around telling the children the colors of the balls as they kick them.

Tips:

- Young toddlers will do more pushing of the ball with their feet than kicking with a bent knee.
- Have the children take turns kicking and retrieving the balls.
- If children are having difficulty kicking, you can start by rolling the ball.
- Try a slightly deflated ball, which can still be kicked but will not roll as far away from the child.
- When outdoors, try kicking leaves or pine cones.

Alternatives/Adaptations:

- Put bells on a string and tie around child's ankle so they jingle when the child kicks.
- For children with disabilities, use sensory balls that make sounds or light up.
- Place a large ball, such as a beach ball, in front of the child. Place a large box or laundry basket (large enough so ball can go into it) on its side about 2 feet away as a target. **Have several balls and boxes so that multiple children can kick at the same time.**
 - Young children cannot kick very far or straight. **Be sure the box or basket is large enough for success.** Or have the children kick to a target such as a wall.
 - You can start by rolling the ball into the basket.
 - As children achieve success, move the box or basket farther away.
- Outdoors, children can kick into a soccer net or fence if available.



CUE WORDS

- Step
- Kick
- Eye on the ball

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	—	Language & literacy (colors), distance
Running	Balancing	Kicking		

Lily Pad Walk

BE ACTIVE KIDS®

Equipment:

Floor spots (or carpet squares) on floor

Instructions:

"This is Glide the Bird (show picture or puppet). Glide likes to walk around the lily pond but she does not like to get wet. She is going to walk from lily pad to lily pad so that she does not get her feet wet. Sometimes she likes to jump from lily pad to lily pad."

- Set out objects that children can step on — floor spots, carpet squares, stars, squares of paper. Tell children that these are the lily pads on a pond. The children are the frogs going from lily pad to lily pad. If they fall off they will get wet in the water!
- Have children step from spot to spot. Name the colors, shapes, body positions as they walk.
- Turn on music and have children dance on the spots.

Tips:

- Increase the distance between dots as children become more skilled.
- For toddlers, dots may need to be touching to allow for short jumps.
- Read a book such as *Jump* by Scott Fischer or make up a story about the frog going from lily pad to lily pad.

Alternatives/Adaptations:

- Have children walk different ways — fast, slow, high, low, etc. Add music that will give children fast and slow beats.
- Have children jump from dot to dot.
- If outdoors, try using natural materials such as stepping stones to walk or jump between. Jump in puddles!



CUE WORDS

- Step
- Jump
- Eyes on the lily pad

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, effort awareness	Colors, language & literacy (fast, slow)
Walking, jumping	—	—		

Equipment:

Music

Instructions:

- As an introduction, read a story about beginning walkers such as *First Steps* by Lee Wardlaw and Julie Paschkis.
- Have children walk in a circle or down pathways.
- Have children walk slow, fast, and with knees up.
- Have children walk to the beat of the music.

Tips:

- Young toddlers will follow their own personal timetable as they become proficient at walking at different speeds. Increase the challenge as children get better at walking.
- It will take the children time to get the concepts of “fast” and “slow.” Demonstrate by walking with the children.

Alternatives/Adaptations:

- Take it outdoors! Have children walk to different objects that are outdoors (i.e., walk fast to the tree, walk slowly to the bench, walk around a bush, walk on a nature trail).
- Have the children carry something from one place to another — put a bucket in one place, then ask a child to pick up a ball or small stones and put them in the pail.
- Incorporate different walking styles such as fast, slow, sideways, backwards, high knees.



CUE WORDS

- Look
- Fast
- Slow

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Walking	—	—	Effort awareness [speeds], spatial awareness	Language & literacy (fast, slow)

What Do You See?

BE ACTIVE KIDS®

Equipment:

Various objects to pick up such as stuffed animals

Instructions:

- Line up a number of interesting items that children can pick up. Place a basket some distance away from the children.
- Have children line up with their backs toward the items. Ask the children to bend over, and look through their legs. Have each child name what they see. Then have the child pick up the item they see and run and put the item into a basket.

Tips:

- Some children may have difficulty bending and will fall over. That is fine — just help them try again.

Alternatives/Adaptations:

- For children with limited vision, use something that makes noise or is lighted.
- This is a great way to explore nature. Have various natural items such as a stone, seashell, flower, etc. for the child to bend over, look at, and pick up.

CUE WORDS

- See
- Look
- Pick up

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
—	Bending, balancing	—	Body awareness, spatial awareness	Language & literacy

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
In the Hoop	■	■		Spatial awareness, relationship awareness	Numeracy, language & literacy (colors)
Jump for the Sky	■	■		Spatial awareness	Science, language & literacy (colors), numeracy
Jumping in the Lily Pond		■		Spatial awareness	Language & literacy, science
Kick It In	■	■	■	Effort awareness	Language & literacy
Kick it Over	■	■	■	Effort awareness	Numeracy
Move to the Music	■	■		Body awareness, spatial awareness, effort awareness	Language & literacy

Physical Development of Twos

Twos (2-3 year olds), also known as older toddlers, are rapidly increasing their skills. They can begin to tiptoe, stand on one foot for a second or two, jump using two feet, and throw overhand. They can slide down a toddler slide, move a riding toy with both feet, try to ride a tricycle, and jump up and down in place. It is time to introduce them to activities that use their new skills while having fun.

Equipment and Loose Parts List

- Bean bags
- Boxes/baskets
- Bubble wrap
- Cones
- Chalk
- Colored floor markers, spots or carpet squares
- Foam noodles
- Foot cutouts
- Hula hoops
- Large balls (such as beach balls, foam balls, playground balls)
- Milk jugs or other containers (empty)
- Music
- Natural items (such as sticks, stones, pine cones, etc.)
- Paper sky and materials to attach
- Small balls
- Tape

Equipment:

CD and player, hula hoops (one per child)

Instructions:

"Leap the Rabbit loves to move and jump around. She likes to play games to the music. We are going to play a moving game that is one of Leap's favorites. Here are the rules."

- *"I want you to walk around the room until the music stops."*
- *"When the music stops, go into one of the hula hoops — only one person in each hoop."*
- *"I will tell you something to do in the hoop, like 'jump around'."*
- *"You need to keep moving the way I told you in the hoop until the music starts again."*
- *"Then we will do it again — walk around again until the music stops and get into a hoop and do a movement."*
- Place different colored hula hoops around the room. Play music and have the children walk around the room. When the music stops, have each child step into a hoop.
- Designate a movement such as running in place, hopping, jumping, etc. The children will do the movement until the music starts again.
- When the music starts children resume walking until the music stops again. Designate another movement and repeat.

CUE WORDS

- Start
- Stop
- Move
- Run in place
- Jump/Hop
- Walk
- Heart Check

Tips:

- You can do a variety of locomotor skills that will get children moving while going around the hoops.
- Have children count how long they balance or do other movements; name the colors of the hoops.
- You can use spots or carpet squares in place of hoops.
- Take it outdoors and do activities in open space.

Alternatives/Adaptations:

- When the music stops, have one child name a different movement.
- Designate upper body activities such as swinging arms or shaking arms over head. For children who have limited mobility, have them put arms out to the side. Have other children join in these activities.



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, relationship awareness	Numeracy, language & literacy (colors)
Running, hopping, walking	Balancing, jumping, landing	—		

Equipment:

Large paper sky background with Velcro strips at varying heights plus paper clouds, birds, stars, planets, airplanes, spaceships with Velcro on the back.

Instructions:

"There are a lot of things you can see in the sky. Can you tell me some of them?" Have children name things in the sky. "Today we are going to put things in our paper sky — let's see how high we can put them."

- Tape a paper sky high enough so that children need to go on tiptoes or jump to reach. Give each child paper clouds, birds, spaceships, stars, and planets with Velcro on the back.
- Call out the name of an item (clouds, etc.) seen in the sky. Then have children with that item run to the sky and put their item on it. Point to the place where they should place their item using high and low places.

Tips:

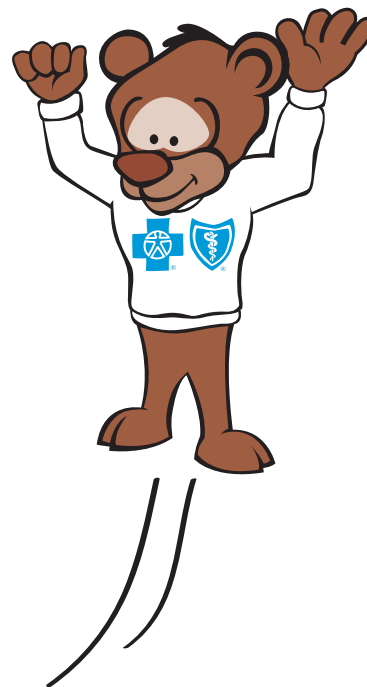
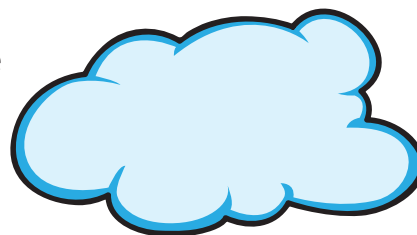
- Use the words "bend" and "stretch" to help children learn vocabulary.
- Talk about things that the children see in the sky. Have children draw the items to put in the sky.
- Be sure that the Velcro lines on the sky are high enough so children have to jump or go on tiptoes to place their sky item. You can also use string for the lines.
- "Can you catch things in the sky?" Read a book such as "How to Catch a Star" by Oliver Jeffers and then have children jump up and "catch" things that you have put in your sky.
- Play outdoors and hang items from fences or tree branches.

Alternatives/Adaptations:

- You can also have the items taped in lines on the sky. Have children count the lines and jump to take an item from a specific line.
- Make up a story about flying or stars or planets. Let the children help. As something they are holding is mentioned, have the child place it in the sky.
- For children with limited mobility or limited use of arms, point to a spot they can reach for them to put their items in the sky.

CUE WORDS

- Bend
- Stretch
- Jump
- Blast off
- Reach



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Running, walking	Balancing, bending, stretching, jumping, landing	—	Spatial awareness	Science, language & literacy (colors), numeracy

Jumping in the Lily Pond

BE ACTIVE KIDS®

Equipment:

Floor markers, spots, plates or hula hoops

Instructions:

“The frogs are getting ready for Frog Jumping Day — a day when they jump from lily pad to lily pad. They see all of the lily pads in the pond. They move around by jumping. We are going to jump like frogs. Can someone show me how a frog jumps? What does a frog say?”

- Place objects such as spots or plates (lily pads) in a line. Have children bend their knees and jump from one spot to another.

Tips:

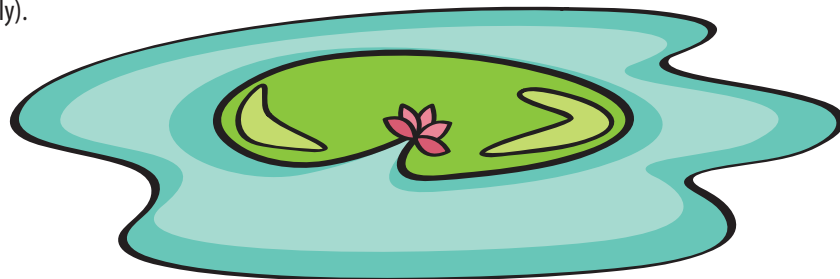
- Have children say “ribbit” as they jump.
- A jump is taking off and landing evenly on two feet at the same time. A leap is leading with one foot and landing on the other foot.
- If using paper or plastic plates as lily pads be sure they do not slide. Use tape to hold them or put outside in grass.

Alternatives/Adaptations:

- Using hula hoops have children jump in place in the circle, then jump off the “lily pad” into the water.
- Place spots farther apart as children master jumping.
- Place spots in other pathways such as a zigzag.
- Have the children try jumping and landing with lots of force or with little force (softly).

CUE WORDS

- Bend knees
- Arms back
- Two feet
- Explode or push up with feet



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness [pathways], effort awareness	Language & literacy, science
—	Balancing, jumping, landing	—		

Equipment:

Large ball, box or laundry basket larger than diameter of ball

Instructions:

"Kicking balls and things is so much fun. Who likes to kick? What are some games or sports where you can kick a ball? What are some animals that kick? Today we are going to kick balls into the basket."

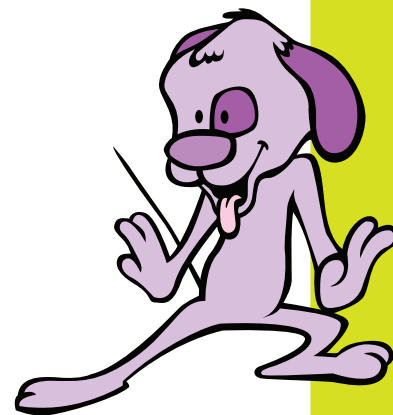
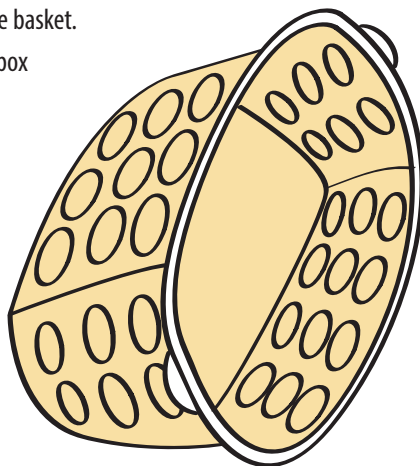
- Place a large ball such as a beach ball in front of the child. Place a large box or laundry basket (large enough so ball can go into it) sideways about 2 feet away.
- Demonstrate kicking the ball hard and far.
- Have the child kick the ball.
 - First kick a ball such as a beach ball with no target.
 - Kick toward a large target such as a wall or fence.
 - Kick toward a smaller object such as a basket or box.
 - Kick other objects.
- Retrieve the ball and place it in front of the next child.

Tips:

- **Have several balls and targets so that multiple children can kick at the same time.**
- Young children cannot kick very far or straight. Be sure the target is large enough for success or have the children kick to a target such as a wall.
- You can start by rolling the ball into the basket.
- As children achieve success, move the box or basket farther away.

Alternatives/Adaptations:

- Outdoors you can use a soccer goal, wall, or fence, if available.
- Can vary the effort used to kick the ball (easy or hard)



CUE WORDS

- Arms out
- Bend knee
- Step
- Kick

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness	Spatial relationships (distance)
Jogging	Balancing	Kicking		

Equipment:

Large balls (such as beach balls), large foam balls, empty milk gallon jugs

Instructions:

"I know a cool dog named Dart who loved to kick balls. He kicked them everywhere, knocking over lots of things. He knocked over his mother's flower pots; he knocked over toys; he even knocked over his friend Glide. Blue the Caring Cub said, 'Dart, you are breaking everything with your ball kicking. Let's play a game instead.' So Blue set up some empty containers and said to Dart, 'Kick your ball to the containers and see if you can knock them over.' Dart did that and had so much fun he kept doing it over and over again. Today we are going to kick over the milk containers. Can you kick hard enough to knock them over?"

- Start with large balls.
- Put balls on the floor and allow children to kick them.
- After having some play time and gaining some skill, set up empty plastic milk jugs (or anything that is easy to knock over) in a group of three or so. Have children kick balls to knock over the containers. Count how many containers have been knocked over.

Tips:

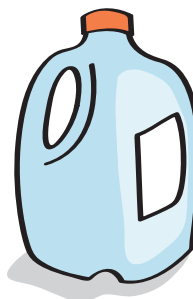
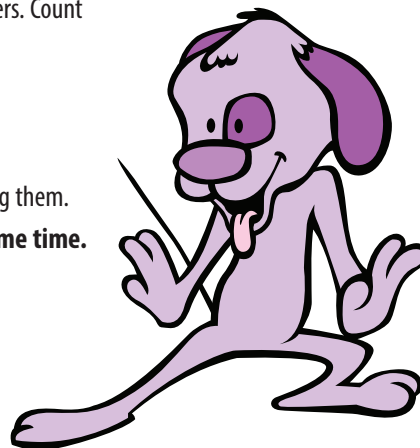
- Show children the boundaries of the space in which they may run.
- Have children take turns kicking and running to retrieve the balls. Be sure adults are supervising them.
- **Have several balls and sets of containers so that multiple children can kick at the same time.**
- Be sure empty milk containers have been thoroughly washed.
- Put bells or other noise-making items in the containers or color the containers for success and improved visibility.
- Go outdoors where there is more room to kick.

Alternatives/Adaptations:

- Put bells on a string and tie them around the child's ankle so the bells jingle as the child kicks.
- For children with limited mobility in their legs, have them knock over containers on a table using their arms and then count them.
- Can vary the effort used to kick the ball (easy or hard).
- If children are having trouble getting the balls to knock over the containers, have them run up and kick the containers over with their foot.

CUE WORDS

- Arms out
- Bend knee
- Watch ball
- Step
- Kick



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness	Numeracy
Running	Balancing	Kicking		

Equipment:

Music

Instructions:

- “Today we are going to dance. Let’s try different ways of dancing. First let’s all stand up. Listen to the music. How can you dance to the music?” Allow children to dance however they want.
- “Now let’s sway back and forth to the music like this.”
- “Now let’s dance slowly. Reach for the sky and stand on your tiptoes. Now let’s walk slowly on our toes.”
- “Now let’s dance fast. Go — move your arms.”
- “Now let’s move slowly.”
- “Reach up, bend down, sway, wiggle.”

Tips:

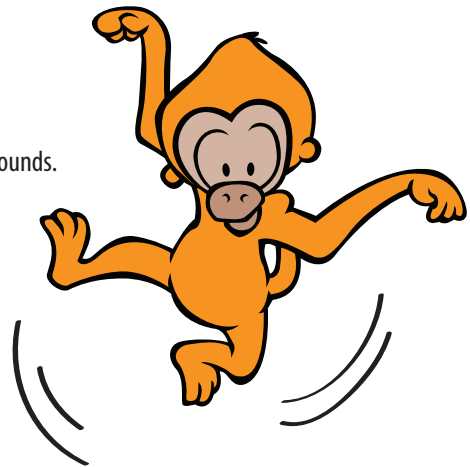
- Some children will have difficulty standing on tiptoes. Observe and help those who are having difficulty.
- Change the music to different speeds to encourage different types of movements.
- Add “freeze” when the music stops. This is an extremely important management and movement concept. (Refer to “Freeze Game.”)
- Provide musical instruments children can shake while dancing.
- Read a book with dancing such as *Barnyard Dance!* (Boynton on Board) by Sandra Boynton.

Alternatives/Adaptations:

- Children can sway from a seated position if they are not mobile.
- Vary movement of different body parts.
- Take the activity outdoors. Listen to the natural sounds of wind, etc. and move to those sounds.

CUE WORDS

- Fast
- Slow
- Sway
- Wiggle
- Swing



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, spatial awareness, effort awareness	
Walking	Swaying, twisting, turning, swinging	—		

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Balance Challenge		■		Spatial awareness, relationship awareness	Numeracy, language & literacy, directional concepts
Bridges and Tunnels	■	■		Spatial awareness, body awareness, relationship awareness	Cooperative play, language & literacy
Loose Feathers	■			Spatial awareness, effort awareness, relationship awareness	Language & literacy, numeracy, science
A Rainbow of Fun	■	■	■	Relationship awareness	Language & literacy, numeracy
Freeze Game	■	■		Spatial awareness, effort awareness	Language & literacy, listening skills
Hoop Bounce			■	Spatial awareness, relationship awareness	Numeracy, language & literacy
Hop-a-thon	■	■		Spatial awareness, relationship awareness	Numeracy
Inchworm Wiggle	■	■		Spatial awareness, body awareness	Numeracy, language & literacy, relationships
Jump like a Frog		■		Spatial awareness, effort awareness, relationship awareness	Numeracy
Lean on Me		■		Relationship awareness	Cooperative play
Over the River	■	■		Spatial awareness, relationship awareness	Numeracy
Beginning Soccer	■	■	■	Spatial awareness, effort awareness, relationship awareness	Numeracy, language & literacy, cooperative play

Physical Development of Preschoolers

Preschoolers (3-5 year olds) have significant changes in physical growth and motor development. Children get taller, stronger, and more coordinated. They acquire gross motor skills (abilities to use the large muscles) and fine motor skills (small-muscle abilities) in a predictable sequence. Girls and boys show different patterns of physical growth and motor activity; boys tend toward better gross motor skills than girls of the same age. Children are becoming more skilled at running, jumping, early throwing, and kicking. They should be able to catch a bounced ball, pedal a tricycle (at 3 years); become able to steer well at around age 4, hop on one foot (at around 4 years), and later balance on one foot for up to 5 seconds. They love to run and climb. Children learn best when an activity is fun, so be sure to focus on the positive to keep children interested in moving. These activities are fun ways to increase a child's strength, endurance, and skills.

Equipment and Loose Parts List

- Bandanas or feathers to use as tails
- Beach accessories
- Bean bags
- Blocks to jump off of
- Boxes/baskets
- Cards of different colors with pictures of activities on them
- Colored floor spots
- Cones
- Chalk
- Duct tape
- Fish toys or fish cut-outs
- Floor markers or carpet squares
- Foam noodles
- Foot cut-outs
- Hula hoops
- Large balls (such as beach balls, foam balls, playground balls)
- Milk jugs or other containers (empty)
- Music
- Natural items (such as sticks, stones, pine cones, etc.)
- Scarves
- Slow-Mo ball
- Small balls
- Soft toys
- Tape
- Paper plates
- Picnic accessories
- Racquets
- Small cars or trucks
- Tin cans (without sharp edges – use duct tape to cover)

Balance Challenge: Balancing on one foot

Equipment:

Bean bags, line on floor or balance beam

Instructions:

"Glide the Bird likes challenges. She wants to see if she can stand on one leg. First she tries balancing on one leg. She starts out kind of wobbly, but after practicing she gets it. Then she tries the other leg – that is really hard! Can you stand on one leg?"

- Put different color floor markers around the play area.
- Have the children stand on one leg — count out loud how long they can stand.
- Then have children try to stand on the other leg. Count how long they stand on each leg.
- Are they better on one leg than the other?

Tips:

- Children need to be able to stand on one leg before they can hop on one leg.
- Take it outdoors. Have children hop around — make up a story or song to go with hopping. Try balancing on a tree stump, a large rock, or other natural things.

Alternatives/Adaptations:

- If children have difficulty bending one leg and standing on the other leg, have them extend one leg forward instead and stand on the other leg.
- If children are having trouble standing on one leg, have them use a partner or hold onto a wall to help at first.
- Use a story like this one. (You will need fish toys or cut-outs.) Tell the children that they are young storks just learning how to balance on one leg. *"Pretend you are a young stork standing in the water on one leg. Let's stand on one leg without moving until all of the fish are caught."* Have the children "catch" the fish by slowly passing out a fish to each child. It is okay if they need to briefly put the other foot down and then go back to balancing. Advance this by putting the fish on the floor or a table and have the children pick them up while standing on one leg.
- Have the child try standing on one leg while you place a bean bag on his/her head. How long can he/she balance?
- Have the child try standing on one leg on a line or a balance beam.

CUE WORDS

- Keep your arms out
- Eyes forward
- Knee bent
- Keep your head up
- Stand on one leg

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, relationship awareness	Numeracy, language & literacy, directional concepts
—	Balancing, stabilizing	—		

Equipment:

Small cars (optional)

Instructions:

"Blue the Caring Cub is riding in a car. He comes to a fork in the road and can either go under a bridge to the right or through a tunnel to the left. Let's pretend that we are the bridge that Blue needs to go under or the tunnel that he needs to go through."

CUE WORDS

- Under
- Over
- High
- Low
- Through
- Middle
- Bottom up
- Belly button up

Tunnels

"First let me show you how to make a tunnel." Demonstrate hands and feet on ground, bottom up, making tunnel.)

"Now let's make our tunnel."

- If the child or children are physically able, have one child bend forward (see below) so that hands and feet are on the ground to form a tunnel. Encourage other children to crawl under the tunnel.

"Who can bend like this to make a tunnel?"

- One child forms a tunnel by touching the ground with feet and hands or by getting down onto hands and knees.

"That is a great tunnel. Now, who can go through the tunnel?"

- The other children creep, crawl, or scoot through the tunnel or send a play car through the tunnel.



Bridges

"Now we are going to make bridges."

- *"First let me show you how to make a bridge."* Demonstrate making a bridge by sitting on ground. Place hands/feet flat on ground. Push bottom off ground so that your belly button is facing the ceiling or sky.

"Who can bend like this to make a bridge?"

"Now let's make a bridge and go under the bridge!"

- One child forms a bridge by sitting with his/her hands and feet flat on the ground and pushing his/her bottom in the air.
- The other children creep, crawl or scoot under the bridge or send a play car under the bridge.

Continued on Next Page

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, body awareness, relationship awareness	Cooperative play, language & literacy
Creep, crawl, scoot	Bending, stretching, curling	—		

Bridges and Tunnels continued

Tips:

- **If children seem unsteady and you are not sure they will hold up while other children crawl under, use a toy car and send that through the tunnel or bridge.**
- At first you may need to help children maintain position.
- If child cannot make a tunnel on his/her hands and feet, start by kneeling using knees and hands.
- Make note of approximately how many times the child can perform the activity or how long the child holds up the bridge or tunnel. Encourage more repetitions or more time over several weeks to develop muscular strength and endurance.
- Encourage bridges and tunnels to be rigid and strong while people and objects pass under and through.
- Try it outdoors on a grassy surface or using hills, trees, or other elements to help make the bridge or tunnel.

Alternatives/Adaptations:

- Start with just one child as the tunnel and bridge. Add other children to make it longer once children seem able to maintain the position for longer periods of time.
- Try making tunnels and bridges using walls or other objects such as chairs or tables by placing feet or hands on wall and having other children go under.
- **For advanced children**, once they go under the tunnel, have each child extend the tunnel (by forming a tunnel next to the person who has already made a tunnel).

Equipment:

Scarves, socks, or bandanas

Instructions:

Glide the Bird has lots of feathers. Some of her feathers form a tail. All birds have feathers that sometimes fall out. Today we are going to pretend that we are very fast birds with loose feathers in our tails. Other birds are going to chase us and try to catch the loose feathers while we are chasing them."

"Each of you will have a feather (or scarf/sock) which you will tuck into the back of your pants. This is your feather tail."

Have each child tuck a scarf or sock or feather into their waistband. This is their "loose feather."

- Have children scatter around the playing area. Show children where the boundaries are where they may run. When you shout "Go!" the children chase each other, trying to grab someone's "feather." After grabbing a "feather" the child throws the "feather" onto the ground.
- Once a child loses his/her "feather," he/she can pick up a "feather" from the ground, go to a safe area and re-tuck the "feather." Then the child can rejoin the game.

Tips:

- No sitting on or hiding of tail feathers.
- Define the play area outdoors so children know where they can run.
- Define a safe area where children can go after losing their tail so they can put in a new tail. They then rejoin the game.
- This is a great activity to do with a heart check – before and after running.
- This is a great outdoor activity for a large, open grassy area.

Alternatives/Adaptations:

- Use different themes — if you are studying dinosaurs, make the items dinosaur tails or dragon tails.
- Vary speeds, levels and types of locomotor movements.
- Adjust the space by making it larger or smaller to strengthen spatial awareness.



CUE WORDS

- Watch
- Safe area
- Heart Check

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Running, chasing, fleeing, dodging	—	—	Spatial awareness, effort awareness, relationship awareness	Language & literacy, numeracy, science

Equipment:

Cards of different colors with pictures of activities on them, floor markers, ball, balance beam or tape, noodles, hula hoops, bean bags

CUE WORDS

- Can vary for each skill such as balance or throw overhand.

Instructions:

“Our Be Active Kids friends like to do lots of different things to move around and get their hearts beating faster. Leap the Rabbit likes to jump. She is on the green card. Blue the Caring Cub likes to hop. He is on the blue card. Swing the Monkey likes to throw. He is on the orange card. Glide the Bird likes to balance on things. She is on the yellow card. And Dart the Dog likes to kick the ball. He is on the purple card.

Give each student a different colored card with a picture of an activity they are to do on it (see activity list below). They are to perform the activity pictured on the card. Be sure to tell the child what to do each time they get a new card.

Card Color	Activity	Set-up	Directions
Green (Leap the Rabbit)	Jumping	Floor markers set up in a zigzag.	Child jumps on two feet from dot to dot.
Blue (Blue the Caring Cub)	Hopping	Two floor markers set 3 feet apart.	Child hops on one foot from dot to dot. Child turns around and jumps back on other foot.
Orange (Swing the Monkey)	Throwing	Set up three hula hoops on floor.	Give child three bean bags and have child throw one bag into each ring. Count as each bean bag is thrown.
Yellow (Glide the Bird)	Balance Beam	Tape on floor or 3–inch-high balance beam.	Child walks on beam.
Purple (Dart the Dog)	Kicking	Boxes or basket to kick into. Lines or markers at varying distances to stand on and kick from.	Have the child kick the ball into the basket. Vary distance as needed, increasing distance according to age and skill level.

Tips:

- If possible, have an adult at stations to help children. If there are not enough adults set up fewer stations.
- This can be an outdoor activity using various settings and natural Loose Parts such as a log to balance on.

Alternatives/Adaptations:

- If child is unable to jump, he/she can step over the hurdles.
- Increase or decrease distances for each activity. Children with limited mobility can still throw, go around the play area in a wheelchair (assisted as needed), or go under a suspended noodle for hurdles.
- Some activities will be more difficult than others for children. For younger children use alternate activities as needed. To make activities more difficult, increase distances for jumping, throwing, etc., or add time limits or goals such as how far to throw.

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Relationship awareness	Language & literacy (colors, activity words)
Hopping	Jumping, landing, balancing	Kicking, throwing		

Freeze Game

Equipment:

Music (optional)

Instructions:

“Dart the Dog loves music. Every time he hears music he runs around. When the music stops playing, he stands still like a statue (freezes) in the position he was in. Let’s move around when the music is playing and then ‘freeze’ when it stops. This is like what some hunting dogs do – they freeze and point when they see another animal.” (Teacher demonstrates freezing.)

- *“First let’s practice. Everyone stand up. When I say ‘go’ I want you to run in place as fast as you can. When I say ‘freeze,’ I want you to stop and stand still as a statue. Now, go!”* (Children run in place. After a few seconds say, “Freeze!”)
- Have children practice the freeze position – knees bent, arms extended at their sides. (This can be any position — be creative).
- *“Good job. Now let’s play the game around the room. I’ll put on the music and you move around as fast as you can. When the music stops, you ‘freeze’ like a statue. Now, go! (music on) . . . Freeze! (music off).”*

Tips:

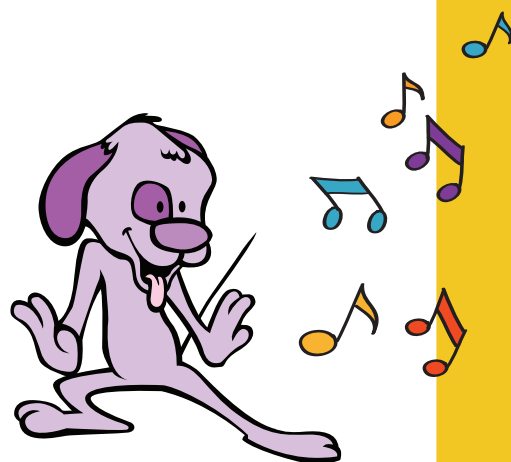
- **This is an important concept — knowing how to stop. Consider using this early in the physical activity program.**
- Try having the children move in the same direction at first to avoid bumping into each other.
- Keep this activity away from walls so children do not run into them.
- This is a good outdoor activity using open grassy areas or pathways. Try to incorporate other natural elements to freeze on such as stumps, hills, walls, etc.

Alternatives/Adaptations:

- Vary how children move. They can jump, hop, walk, crawl, creep, gallop, etc.
- Have children pretend they are different animals when they move.
- Make up a story in which children are moving and then freezing such as when a bear or alligator comes.
- For children with limited mobility, have them participate using a wheelchair or walker. They can freeze in their chair if they can move themselves; alternately they can move their arms and freeze on cue.
- Play Red Light, Green Light: Children move when you say “green light” and freeze when you say “red light.”
- Use noises and visuals for stop and start. These will keep children’s interest, especially children with disabilities or attention issues.

CUE WORDS

- Eyes forward
- Arms out
- Steady feet
- Watch for friends



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, effort awareness	Language & literacy, listening skills
Running (and various others)	Balancing	—		

Hoop Bounce

Equipment:

Large ball and hula hoop for every two children (one of each per child if possible)

Instructions:

“Swing the Monkey likes to bounce balls. We call this dribbling. He bounces the ball with one hand; he bounces it with two hands; he bounces the ball high with giant bounces; he bounces the ball low with small bounces. Swing bounces the balls so he can catch them. Sometimes he misses catching the ball and has to run after it. He likes to play ball with his other Be Active Kids friends and they take turns bouncing the ball. Let’s bounce the balls like Swing does.”

- Place hula hoops or spots of different colors in a circle on the floor.
- Have each child stand in front of a hoop/spot with a ball.
 - Have the child bounce the ball into the hoop/spot with two hands.
 - Have the child bounce the ball into the hoop/spot using the right hand.
 - Have the child bounce the ball into the hoop/spot using the left hand.
- When children have some skill bouncing balls, have children pair up and bounce pass to a friend. Have the children stand across from each other at each hoop/spot. Give half of the children a ball. Each child bounces the ball in the hoop/spot, catches it, and passes it on to the child across from him/her.

Tips:

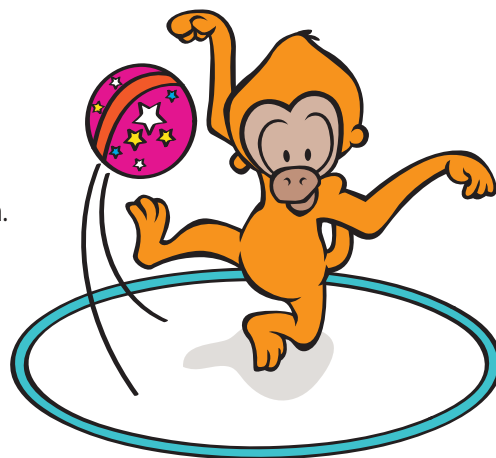
- Have children run to retrieve the ball if they do not catch it. Have children name the color of each hoop/spot.
- The hoops are used mainly for management so children will bounce in a specific area.
- Read a book such as *The Bouncy Ball* (a Lesson Learned book) by Hilda Cuervo and Alex Acayen.
- Take the activity outdoors and play on hard, even surfaces.

Alternatives/Adaptations:

- Vary the types, sizes, and textures of the balls but start first with a large ball.
- Give a ball to each child. Have hoops in a line or in different parts of the room. Have children bounce the ball in their hoop, retrieve the ball, and then run, skip, jump, etc. to the next hoop and repeat until children have completed the circuit.

CUE WORDS

- Forward
- Backward
- Push, not slap
- Fingerpads



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, relationship awareness	Language & literacy (colors)
—	—	Hand dribbling		

Equipment:

Floor markers, tape

Instructions:

(To be done after Balance Challenge activity)

"An ostrich is an animal that has two legs and two feet. Sometimes it stands on just one foot.

A stork is a bird that sometimes stands on one foot, too. Let's pretend that we are ostriches or storks and stand on one foot."

- Practice standing on one foot first. Have children in a circle. On the count of three, have children raise one foot, hands on hips, and count how long they can stand.
- *"Now let's hop on one foot."*
- Switch feet. Start on two feet, raise one foot and hold. Now try hopping on this foot.
- Put two lines of tape (or markers) 3 feet apart with a bean bag at the second line. Hop from one line to the other, pick up bean bag, and hop back.

Tips:

- Use several sets of lines to decrease waiting time.
- If standing on one foot with hands on hips is challenging, have children hold arms out to their sides to aid balance. Children may need to be held until they can get their balance. Allow children to hold onto an adult or the back of a stable chair and then let go.
- Slightly bent knees help with balance.
- Hopping on one foot can be challenging — it involves balance and core strength. Encourage children to hop, even if it is only an inch or two.

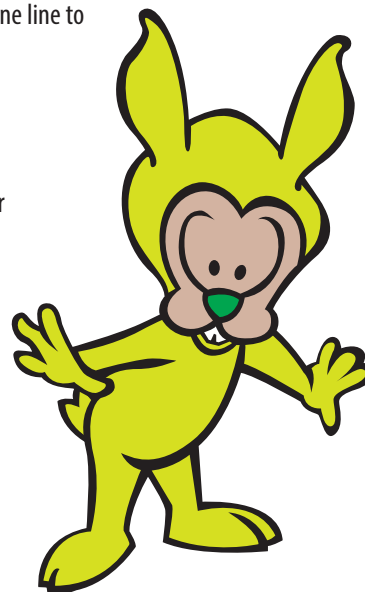
Alternatives/Adaptations:

- Hopping on one foot — start by hopping on one foot in place. Then hop forward five steps. Try turning and hopping back on the other foot!
- This can be done as part of an obstacle course in which the child picks up a bean bag, hops to the next element of the obstacle course, and drops the bean bag into a basket.
- Play Hopscotch hopping on one foot.

Hopscotch: This is an appropriate outdoor activity. Draw a traditional Hopscotch grid with chalk on concrete or create your own grid design. Number the sections one through eight and find a stone or bean bag to throw. Have each child toss the stone or bean bag on a numbered square (child calls out the number) and hop from one number to the next without hopping in the square with the stone. The child should then turn around and hop back to square one, stopping to pick up the stone.

CUE WORDS

- Knees bent
- Arms out to the side
- Push up with your toes



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, body awareness	Numeracy
Hopping	Jumping, landing, balancing	—		

Inchworm Wiggle

Equipment:

None

Instructions:

"Glide the Bird saw a worm crawling along on the ground. She was curious —how did the worm move without any legs? So she asked the worm, 'How do you move?' The worm said, 'I wiggle along the ground to get around.' 'Wow, thought Glide, 'I wonder if I can wiggle like a worm?'"

- Start by getting on the ground and wiggling and squirming like a worm.
- "Now let's pretend we are inchworms and play Inchworm Wiggle." Let me show you how an inchworm moves."
- (Model while talking.) "First, walk your hands forward. Now keep your hands still and walk your feet forward. Repeat — walk your hands forward again and then your feet again."
- "Now you try doing the Inchworm Wiggle. First bend over and put your hands and feet on the ground."
- "Walk with your hands, then walk with your feet."
- "Great, now inchworm to the (name a piece of equipment: bean bags, balance beam, etc.)."

Tips:

- Have children count how many "wiggles" (how many times their hands and feet come back together) it takes to get across the open space.
- Connect to science — talk about what worms do in the garden.
- Try a worm story such as *Giggly Wiggly Worms: A Wiggly Finger Puppet Book* by Neecy Twinem.
- This is a great outdoor activity to imitate critters in the natural environment.

Alternatives/Adaptations:

- Have children name other animals that move on the ground. Can the children become snakes or bugs or caterpillars?
- Have the children connect to another child or several children and move like a millipede.

CUE WORDS

- Low
- Hands walk (bottom down)
- Feet walk (bottom up)



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, body awareness	Numeracy, language & literacy (body parts)
Creeping, crawling	Bending, stretching, transferring weight	—		

Jump like a Frog

Equipment:

Floor markers, tape, block or low platform

Instructions:

"Blue the Caring Cub likes to pretend he is another animal. He likes to pretend he is a frog jumping around. Let's play some jumping games that Blue would play."

CUE WORDS

- Bend knees
- Swing arms
- Explode/push off
- Hooray

Jumping for Distance

- *"First Blue wants to see how far he can jump. When Blue pretends he is a frog he likes to jump into puddles. These markers on the floor are the puddles he likes to jump into. He jumps to the first puddle then tries to jump to the one further away. Let's see how far we can jump."*
- Place floor markers (or tape lines) at 6-inch intervals for 4 feet.
- Have children stand on the starting mark, bend knees, and jump to the next marker. Have them raise their hands in the air and say, "Hooray!" Repeat.
- Increase the distance between markers as children's skill improves.



Jumping Down

(This allows children some challenge and risk and may allows them to learn how to fall down safely.)

"Blue also likes to jump down. Let's jump down like Blue."

- Children will be practicing jumping from a height and landing.
- Start with children stepping off a low block or platform. Try this on a mat or grass first.
- Increase height from which children are jumping.
- Take the activity outdoors and jump down in safe places, try to find a tree stump or log to jump from. Vary the heights of the stumps or other objects.

Vertical Jump

"Blue's friend Glide the Bird flies up. Blue wants to see if he can get up in the air like Glide does, but he will jump up instead of flying."

- Put stickers, lines, stars, etc. numbered 1, 2, and 3 on the wall at 6-inch vertical intervals starting at a point that a child's extended arm can reach. With children standing sideways to the wall, have them practice jumping up and touching the highest sticker on the wall that they can. (Avoid facing the wall so the child does not jump into it.)
- Outdoors, use trees and branches to jump up to.

Continued on Next Page

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Space awareness, relationship awareness, effort awareness	Numeracy, language & literacy (relationships [on/off])
—	Jumping, landing	—		

Jump like a Frog **continued**

Tips:

- Have a number of stations or break class into groups to decrease waiting time.
- When jumping forward, arms extend behind the body as knees and hips bend. Legs extend forcefully with arms extending forward and upward at the same time. Body leans slightly forward. Landing should be on both feet.
- Vertical jump: Progress to greater heights. Knees should be bent when taking off and landing.
- Be aware of any rules or regulations that may be related to children jumping from heights and landing surfaces.
- These are great activities to take outdoors using stumps, hills, trees, etc. to practice jumping up to, over, off, and more.

Alternatives/Adaptations:

- Place hula hoops around the room. Play music and have the children walk around the room. When the music stops, have each child jump into a hoop. The children jump in and out of the hoops until the music starts again. When the music starts children resume walking until music stops again.
- Set up floor markers in a zigzag course — have children jump from dot to dot.
- Take the activity outdoors and play Hopscotch. Draw a Hopscotch court on the pavement. Have children jump from square to square.

Equipment:

None

Instructions:

“Leap the Rabbit and Swing the Monkey decided to play a game. They sit back-to-back holding each other’s arms. Then they try to get up. It is really hard and they laugh a lot as they try to stand.”

- Pair up the children — match partners for size.
- Have the children sit back-to-back and link arms.
- Now have them try to stand up.
- If they are able to stand up, have them try sitting down with their arms linked.

Tips:

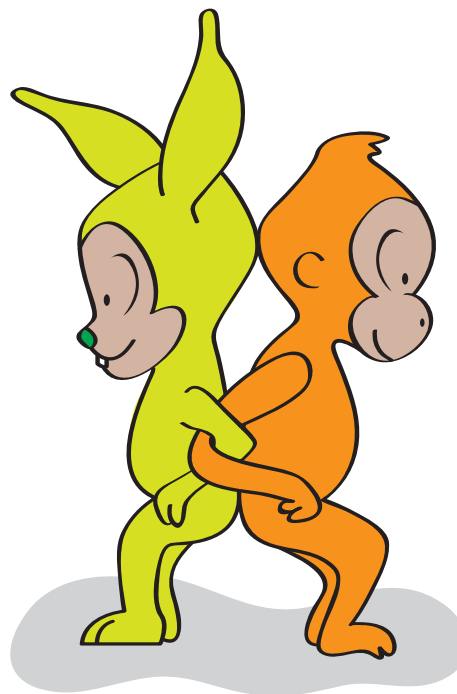
- This is not as easy as it looks! There will be lots of falling over and laughter.

Alternatives/Adaptations:

- If children cannot get up using their partner’s back, have them try to get up by themselves without pushing up with their hands.
- Try other partner-connected ways to get up:
 - Facing each other
 - Side to side

CUE WORDS

- Push
- Lift
- Help



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
—	Balancing, transferring weight	—	Relationship awareness	Cooperative play

Over the River:

Sideways jumping (two-footed jump)

BE ACTIVE KIDS®

Equipment:

Tape on floor or chalk line or foam noodles

Instructions:

"The river is rushing through the yard. Swing the Monkey wants to get to the other side but does not have any trees to swing from. He will have to jump over the river. Swing cannot leap forward so he decides to jump over it sideways. Let's jump over the river and back like Swing."

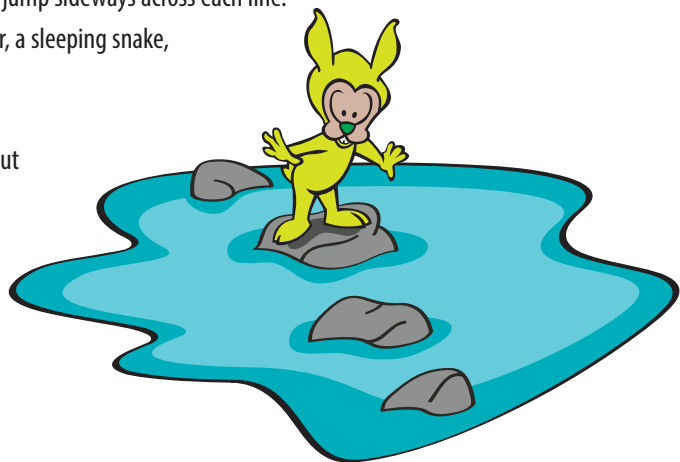
- *"This line (or foam noodle) is a river. Let's jump across it without getting wet."*
 - First have children walk over the "river" with two feet.
 - Next have children walk sideways over the river.
 - Have children jump back and forth over the "river." Count how many cycles the children jump.

Tips:

- Note whether children step over one foot at a time or whether they jump with both feet.
- Make up a story where children have to jump across a river or a crack.
- This is a great outdoor activity. Have children jump over real life things found outdoors such as logs, small streams, puddles, etc.

Alternatives/Adaptations:

- For children who are having difficulty jumping sideways, have them side step over the "river."
- Set up a series of parallel lines with tape or chalk. Have children jump sideways across each line.
- Have children pretend the line is quicksand, gooey peanut butter, a sleeping snake, or an alligator that they have to jump over.
- Have children pretend they are kangaroos jumping sideways.
- Set up tape in a square or circle and have children jump in and out of the square or circle all the way around.



CUE WORDS

- Bend knees
- Jump
- Both feet

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, relationship awareness	Numeracy
Leaping	Jumping, landing	—		

Equipment:

Balls (beach ball, Slo-Mo ball, junior-size soccer ball, playground ball), cones or markers, soccer net if available

Instructions:

This activity combines the skills used in playing soccer. It begins with basic kicking then adds skills such as kicking for distance and accuracy. This should be done over several days, adding activities as skills are learned.

"All of our Be Active Kids friends like to run around and have fun playing games. Today they decide they want to practice some of the things that they need to know to play soccer."

Introductory Skill: Kicking

Our Be Active friends want to see if we can kick a ball into a goal. The box (or basket) is the goal. Can you kick the ball in?"

CUE WORDS

- Step
- Arms out
- Bend knee
- Swing leg

A. Kick it In

1. Place a large ball such as a beach ball or playground ball in front of the child.
2. Place a large box or laundry basket sideways (large enough so ball can fit into it) about 2 feet away.
3. Demonstrate kicking the ball into the box or basket. Remind the children that kicking should include bending their knee when they kick.
4. Have the child kick the ball.
5. Retrieve the ball and place it in front of the next child.
 - Increase the distance from the box or basket as skill increases.
 - Have the children run to retrieve the ball.
 - Have the children run to the ball to kick it toward you.
 - Position targets around the perimeter of the room and have children kick toward them.

B. Kick it Over

"Next, our friends want to play a kind of bowling game but instead of rolling the ball they are going to kick it to knock over the targets."

1. Set up empty plastic milk gallons (or anything that is easy to knock over) in a group of three.
2. Put balls on the floor in front of the child.
3. Have children kick the ball to knock over the containers. Count how many items have been knocked over.

Continued on Next Page

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, effort awareness, relationship awareness	Cooperative play, language & literacy
Running	Bending	Kicking		

Beginning Soccer *continued*

A. Kick it Through

“Now our friends are going to see if they can kick the ball through the cones. They also want to see how far they can kick the ball.”

- Set up kicking areas around the play area. Have children jog between activities.

NOTE: It is helpful to have an adult at each station.

- **Station 1: Kicking for accuracy** — Set up cones (or milk jugs). Put a starting line 10 feet away. Have the child kick the ball through the cones. The child then retrieves the ball and puts it back at the starting area.
- **Station 2: Kicking for Distance** — Set up markers at increasing distances across the field. Have a child kick as far as he/she can. Then have the child retrieve the ball and jog to the next station.
 - Cones or markers can be placed at varying distances. Encourage children to kick as far as they can. Alternatively mark lines in chalk and number them.
 - Assign points to each marker, increasing with their distance. Help the children keep track of how far they can kick.
 - If a goal is available, have children kick into the goal, increasing the distance with each turn.

Tips:

- Start with a large target such as a wall or fence.
- The child’s eyes should be focused on the ball.
- The non-kicking foot should be positioned just behind and to the side of the ball.
- The kicking leg should bend at the knee for a back swing and should follow through.
- The opposite arm swings forward as the ball is kicked.
- Older children should be able to kick the ball into the air, not just along the ground.
- The body leans forward just before and during the kick.
- Adapt activities to individual child’s level; vary the distances to be kicked by the child’s ability.
- If using stations, have an adult at each station.
- You can define the playing field with tape or chalk. Children should not run across playing field to retrieve the ball.

Alternatives/Adaptations:

- Roll the ball to the child and then have him/her kick it.
- Pair up children — have them kick the ball back and forth to each other. Remind children not to kick too hard.
- Play a game of Run the Bases: Set up bases and have the children run around the bases after they kick the ball.
- Children who are seated can still hit the ball with their hands. Suspend a ball from a pipe or piece of string. Place at a height where they can reach it when they swing.
- Put bells on a string and tie around child’s ankle so they jingle when they kick.
- Bells in targets or visuals make success more exciting!
- For children with limited mobility in their legs, have them knock over things on a table with their arms and count them.
- This is a great outdoor activity for large areas. Using hills can help increase the challenge. Use walls, trees, or fences as targets.
- Can remove some air from balls to slow them down for children having trouble.

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Ball Buddies		■	■	Relationship awareness, effort awareness	Language & literacy (colors), spatial relationships
Roll through the Goal			■	Relationship awareness, effort awareness	Spatial relationships, turn taking
Bean Bag Target Toss			■	Relationship awareness, effort awareness	Language & literacy (colors), numeracy
Catch It!		■	■	Effort awareness, body awareness	Language & literacy (body parts, colors)
Homerun Derby		■	■	Effort awareness, body awareness	Language & literacy (colors), numeracy, spatial relationships
Blue's Catch and Toss	■	■	■	Effort awareness, body awareness	Language & literacy (vocabulary, colors)
Pop the Bubble	■	■		Effort awareness	Language & literacy
The Duck Walk	■			Spatial awareness, effort awareness	Language & literacy (speeds) numeracy
Dot-to-Dot Side Step	■			Spatial awareness, effort awareness, relationship awareness	Language & literacy (body parts, colors), numeracy
Walk This Way	■			Spatial awareness, effort awareness	Language & literacy
Worm Crawl	■			Body awareness, spatial awareness, relationship awareness	Science

Equipment and Loose Parts List

- Bean bags
- Boxes/baskets
- CD with Duck Song (optional)
- Cones
- Chalk
- Floor markers or carpet squares
- Foam noodles
- Foot cutouts
- Hula hoops
- Large balls (such as beach balls, foam balls, playground balls)
- Music
- Natural items (such as sticks, stones, pine cones, etc.)
- Scarves
- Small balls
- Soft toys
- String to suspend soft toys
- Tape

Equipment:

Large ball

CUE WORDS

- Watch ball
- Push

Instructions:

"Today we are going to roll balls. Can you get the ball to me?"

- Have the child sit opposite you; both of you have legs spread wide. Have your toes touch the child's toes. Roll the ball to the child. Have the child stop it with his/her hands. Say, *"Good, now roll the (say color of ball) ball back to me."*
- You can also have two children sit next to each other and take turns as you roll the ball to each child.
- *"Now can you roll the ball to your friend?"* Next, have the children line up in two rows sitting opposite one another so each child has a partner. Have the children spread their legs and sit with their toes touching their partner's toes. Have the children roll the ball back and forth to each other.

Tips:

- Increase the distance between partners as they achieve success.
- Rolling a ball is really pushing – what other things can children push? Discuss pushing a shopping cart, a wagon, a sled.

Alternatives/Adaptations:

- Make it a game: Put a box or basket on its side and have the children roll the ball into it. Increase the distance as the children's skill increases.
- Roll the ball to the toddler while he/she is standing across the room and see if he/she can bend over, pick up the ball, and bring it back to you.
- For older children, have them try rolling the ball while kneeling or from a standing position, or crouching down to roll and trap the ball.
- For children who cannot sit on the floor, have partners sit opposite each other at a table and roll the ball across the table.



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
—	Bending, stretching	Ball rolling	Relationship awareness, effort awareness	Language & literacy (colors), spatial relationships

Roll through the Goal

BE ACTIVE KIDS®

Equipment:

Large ball, cones

Instructions:

“Dart the Dog and Blue the Caring Cub love to play with balls. Today they are going to roll the balls to each other. They also like to roll the balls on the ground to go through the cones. Let’s roll the balls like Dart and Blue. We are going to roll the ball through the cones.”

Set up a pair of cones about three feet in front of the child. Have the child sit and roll the ball through the cones. Once the child has accomplished this, have the child stand up and roll the ball through the cones while crouching down.

Tips:

- This requires adult direction.
- Increase the distance between the child and the cones as the child’s skill in ball rolling increases.
- Vary the size, color, and texture of the balls.
- Take it outdoors – roll balls down paths, down hills, and across the lawn.

Alternatives/Adaptations:

- Pair children and have one child roll the ball while the other child retrieves the ball and brings it back to the starting point. Have children take turns rolling and retrieving the ball.
- Add a chute to roll the ball down – all children love this. Use a carpet tube cut in half along its length, prop it at an angle in front of the children, and have the children roll the ball down toward the target. You can also use tubes such as large paper towels rolls, as long as the opening is large enough for the ball to roll through.
- Go bowling: Set up empty gallon milk jugs (or anything else that is light) and have children roll the ball to knock them over.
- For children using wheelchairs, children can roll the ball either across a table to another child or down the chute.
- Use lights and sounds to make the activity more exciting.

CUE WORDS

- Watch ball
- Push
- Through

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
—	Bending, stretching	Ball rolling	Relationship awareness, effort awareness	Spatial relationships, turn taking

Bean Bag Target Toss

BE ACTIVE KIDS®

Equipment:

Hula hoops, boxes, bean bags, hacky sacks

CUE WORDS

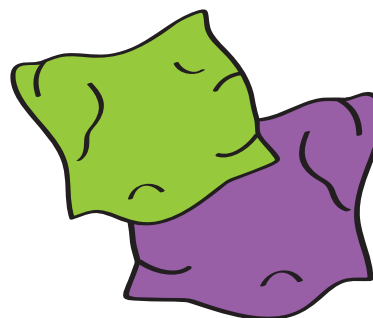
- Toss
- Swing arm

Instructions:

The objective is to have the children throw the bean bags into a target; you can count with the children how many times they hit the target with the bean bag. The target can be anything – a hula hoop, or a box, or a bucket. You can also build a target area shaped like an animal and the child **“feeds the animal”** by tossing the bean bag into the animal’s mouth.

Tips:

- For older toddlers, shape the targets like different sports objects (basketball hoops, football end zone) and have the child toss into these with a bean bag made to look like a sports ball.
- Have children say the color of the bean bag that they are tossing.
- Need more things to toss? Use crumpled paper balls.
- Take it outdoors – find natural things to toss like small stones or pine cones.



Alternatives/Adaptations:

- For younger toddlers, have the child stand in front of the target and drop the bean bag through the hole. As he/she progresses, begin having the child toss the bean bag into the hole from an ever greater distance.
- Increase the distance as the children master the task.
- You can also use a target with multiple holes that are different shapes.

Have the child say the name of the shape that they toss the bean bag into.

- Use different colors and textures of bean bags.
- Children can also sit when tossing the bean bag.
- Children can also play with partners and a hula hoop that is standing up or suspended, taking turns tossing the bean bag.

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Relationship awareness, effort awareness	Numeracy, language & literacy (colors)
—	—	Tossing, throwing		

Equipment:

Scarves, bean bags

Instructions:

“Swing the Monkey likes to catch things. He likes to catch scarves because they are soft and he can catch them on different parts of his body. Today we are going to catch different things. Look at the scarves. They are lots of different colors. Watch how I throw the scarf up and catch it. Now let’s see you play with the scarves.”

1. Start catching with scarves. Give each child a scarf (say color of scarf). Have the children throw the scarves into the air and catch them. Say, *“Can you catch the scarf on your hands, with one hand, with two hands, with your elbows, with your head (etc.)?”*
2. Move on to bean bags. Stand with the child in front of you with the child’s arms extending in front of him/her. Slowly drop the bean bag. Say, *“See the bean bag coming toward you. Keep your eyes on the bean bag. Now catch it.”*

Tips:

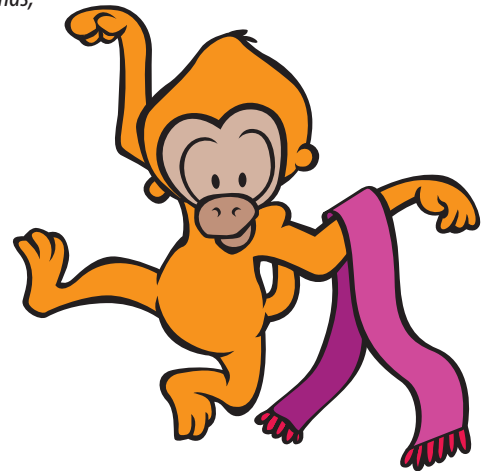
- It may be easier to start with a large, soft ball, then move on to bean bags.
- If you are outdoors, consider wind and glare from the sun.
- Read a book such as *Catch the Ball (Play-And-Read Book)* by Eric Carle.
- Talk about things you can catch outdoors other than a ball – leaves, snowballs, etc.

Alternatives/Adaptations:

- Vary catching objects by size, weight, color, texture, etc.
- Use scarves – have children lie down and drop the scarf to them to catch.
- Add tossing – have the child throw the bean bag or foam noodle into the air and try to catch it.
- These activities can be done sitting for a child with mobility difficulties.
- Use a geoball or Slo-Mo ball for easier gripping.
- Consider a beeper ball or objects that make sounds for the visually impaired.
- To add more difficulty, have children clap or turn while the scarf is in the air.

CUE WORDS

- Watch
- Eyes on scarf or bean bag
- Reach
- Cushion



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness, body awareness	Language & literacy (body parts, colors)
—	Bending, stretching, twisting, turning	Catching, tossing, throwing		

Homerun Derby

BE ACTIVE KIDS®

Equipment:

Stuffed or rubber animals or ball suspended from string

Instructions:

This activity is progressive, starting with beginning skills and working up to more advanced skills at preschool age. **(Also check out the Strike It activity in the Twos and Preschoolers section of this resource.)** For toddlers, this is a first activity. Talk about games where things are hit – baseball, tennis, hockey, golf, etc.

1. Start by practicing a striking movement but not hitting anything. *“Let’s pretend we are going to hit something. Can you swing up and down and pretend you are hitting a drum? Can you swing using one arm, two arms? Now can you open your hand, swing your arm back and pretend to hit a ball?”*
2. Then have children practice hitting items (stuffed animals, rubber animals, balls, etc.) of different colors. Suspend the items on string and **have children practice hitting with their open hand.** Count how many times they hit the object.

Tips:

- You can suspend anything that children can easily hit.
- Read a book about striking things such as *Hand, Hand, Fingers, Thumb (Bright & Early Books)* by Al Perkins and Eric Gurney
- Take it outdoors – suspend the balls from a climber or other outdoor equipment.

Alternatives/Adaptations:

- Have children hit items into the air to work on eye-hand coordination. For toddlers, have the children progress from hitting with their hands to hitting with a large paddle.
- Suspend balls at differing heights.
- Strike different things such as drums or tables.
- Practice hitting a drum, hammering a pounding toy, swinging a bat.
- Children who are seated can still hit the items. Place each item at a height where children can reach it when they swing.

CUE WORDS

- Watch
- Read
- Swing
- Twist

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness, body awareness	Numeracy, language & literacy (colors), spatial relationships
—	Twisting	Striking		

Blue's Toss and Catch

Equipment:

Large ball (such as beach ball, playground ball, or a large weighted ball)

Instructions:

NOTE: This is for older toddlers and twos

This is an introduction to overhand tossing and catching. *“Blue the Caring Cub loves to play with balls. He likes to toss and catch them. He is just learning how to toss and catch and is practicing with his Be Active Kids friends. We are going to practice tossing and catching too.”*

1. Toss

- Start with throwing a ball with two-hands overhead. Demonstrate tossing the ball with hand and ball above the head. Have the children grab the ball on the back sides.
- Switch to tossing with two-hand underhand with hand and ball by knees.
- Use different color balls and call them by the color name.

2. Catch

- Have child stand in front of you with his/her arms extended.
- Demonstrate ready hands – hands parallel and open next to each other.
- Toss a large, soft ball to the child. Have the child try to catch it.

Tips:

- Read a book about catching and throwing. One suggestion is *Here are My Hands* by Bill Martin Jr. and John Archambault.
- Be sure to start with soft, light balls that cannot scare or hurt the child.
- Children should raise their arms over their heads and bend their elbows to toss the ball.
- Remind the children to keep their eyes on the ball when trying to catch.
- Make it active – have children run after the balls that they do not catch and run to bring the ball back to you for another turn catching

Alternatives/Adaptations:

- Can also have the children toss underhand with one hand or throw overhead with one hand. Have them try with both the right hand and the left hand separately.
- If the child is having difficulty with the ball, have the child start with a stuffed animal or bath scrunchie or sock ball.
- If the child can toss from overhead easily, progress to tossing from chest height.
- For children with mobility or balance difficulties, this activity can be done while seated.

CUE WORDS

- Overhead
- Underhand
- Bend elbows
- Eyes on the ball
- Ready hands
- Cushion



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness, body awareness	Language & literacy (vocabulary, colors)
Running	Twisting, bending	Tossing, throwing, catching		

Pop the Bubble

BE ACTIVE KIDS®

Equipment:

Bubble wrap, tape, music

Instructions:

"Pop, pop go the bubbles. Can you make the bubbles pop?"

- **Tape** a strip of bubble wrap on the floor.
- Have children remove their shoes and socks.
- Have children jump, run, and hop on the bubble wrap, popping the bubbles.

Tips:

- Bubble wrap with large bubbles works better – it is easier to pop the bubbles.
- Be sure to secure the bubble wrap to the floor so children are less likely to slip or fall.
- **Caution:** Do not allow children to bite or otherwise put their mouths on the bubble wrap, as this could pose a choking hazard.

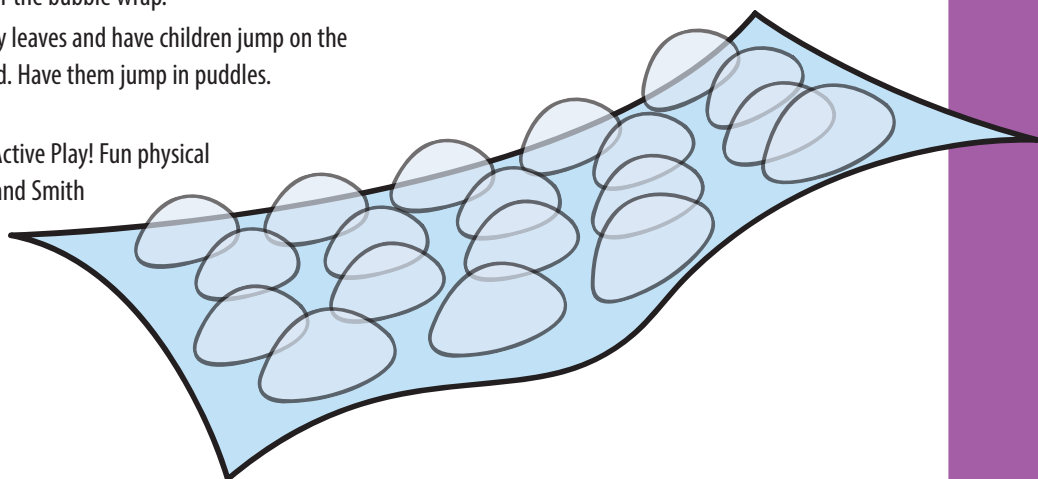
Alternatives/Adaptations:

- Have music playing and have children move feet in time to the music. Use both fast and slow music.
- Children who cannot walk can roll over the bubble wrap in walkers or wheelchairs, or can lie down and roll their bodies over the bubble wrap.
- Be creative outdoors. Put together dry leaves and have children jump on the leaves listening to the crackling sound. Have them jump in puddles.

* A similar active can also be found in Active Play! Fun physical activities for young children by Craft and Smith

CUE WORDS

- Bend knees
- Swing arms
- Explode up
- Jump hard, jump soft



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness	Language & literacy (vocabulary [hard, soft])
Running, hopping	Jumping, landing	—		

The Duck Walk: Marching and Walking

BE ACTIVE KIDS®

Equipment:

CD with Duck Song (optional)

CUE WORDS

- Elbows out
- Knees bent

Instructions:

- *"Today we are going to walk like a duck with her ducklings following. Follow me and we will be ducks on parade."*
- Have children line up behind you (as the leader) and walk. Model holding arms at sides bent like a duck's wings.

Let's sing the Duck Song:

Five little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only four little ducks came back.

Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only two little ducks came back.

One little duck
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But none of the five little ducks came back.

Four little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only three little ducks came back
Three little ducks

Two little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only one little duck came back.

Sad mother duck
Went out one day
Over the hill and far away
The sad mother duck said
"Quack, quack, quack."
And all of the five little ducks came back.

Tips:

- Demonstrate how to waddle like a duck, and have children waddle.
- Take it outdoors and walk on pathways or take a nature walk, adding water and puddles for more fun. Be sure to shake your feathers dry!

Alternatives/Adaptations:

- First walk in a straight pathway, then move in a curved or zigzag pathway. Vary the tempo to include fast and slow beats.
- Put bells on children's hands and feet.
- Children with limited mobility can join in walkers and wheelchairs. Children with limited vision can walk holding the elbow of a partner or teacher.

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness [pathways], effort awareness [speeds]	Numeracy, language & literacy
Walking, waddling	—	—		

Dot-to-Dot Side Steps

BE ACTIVE KIDS®

Equipment:

Dots or cut-out feet shapes

Instructions:

“Leap the Rabbit likes to walk different ways. Sometimes she walks straight ahead, sometimes she walks backwards, and sometimes she walks sideways. Today she wants to walk sideways over the rocks that are in the water. That way she won’t get wet.”

- Walk sideways
 - Initially stand facing the child and step with the child.
 - Next, stand next to the child and step sideways, having the child follow you.
 - When the children have learned the concept of side stepping, they can stand next to each other and step sideways in a line.
- Tell the children, *“We have to walk from dot to dot because there is water between the dots and you will get wet if you step off”* or *“We are going to pretend we are stepping around gooey peanut butter and don’t want to make peanut butter tracks all over the floor. The dots are between the peanut butter. We have to walk sideways from dot to dot to get through the peanut butter.”*
- Have the children name the color of the dot that they are standing on.
- Place dots or cut-out feet shapes on the floor close together so the children can step from one dot to another. Do this by having the child place two feet on one dot. Next have the child move one foot to the next dot, and then move the other foot to that dot so that both feet are together. Repeat.

Tips:

- Is a child having difficulty side stepping? Face the child and hold the child’s hands. Have the child move sideways with you. Initially allow the steps to be exaggerated; then reduce the size of the steps.
- Put cut-outs of feet on each dot, having the feet face the way the child’s foot should go when side-stepping.
- Count the number of steps a child takes on the feet.
- Practice relationship awareness by holding hands and supporting each other.
- Take this activity outdoors – use pathways, walls, stumps, etc. to practice side stepping and sliding.

Alternatives/Adaptations:

- As children master side stepping, progress to putting dots in a zigzag or circle and have them side step dot to dot.
- Increase speed and move into sliding: *“Step, together, step, together.”*
- Play follow-the-leader – have the child walk forward, walk fast, side step, or march with knees up.
- Tape lines on the floor like a ladder and have children walk sideways over the lines.



CUE WORDS

- Forward
- Backward
- Step, together

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Walking, sliding	—	—	Spatial awareness, effort awareness, relationship awareness	Language & literacy (body parts, colors), numeracy

Walk This Way

BE ACTIVE KIDS®

Equipment:

Tape on floor

Instructions:

"Glide the Bird likes to do silly things. Today she wants to walk backwards. She has to be careful not to bump into anything or to trip."

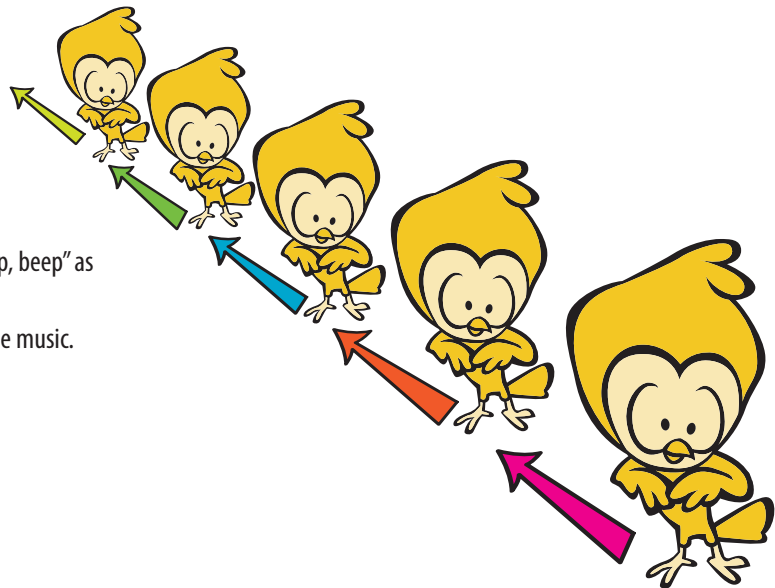
- Start with walking backwards, not on a line, demonstrating how to walk backwards. Say, "Let's walk like I did." Have the child try to walk backwards in general space.
- When the child can walk backwards, try walking backwards on a line on the floor.

Tips:

- Start with walking toe to heel.
- If the child does not understand the concept of backwards, stand behind the child, hands on the child's waist, and walk backwards holding the child.
- Have a goal for the child to walk backwards toward – a toy, a picture, a ball.
- Vary the places where you walk – walk on pathways, around a pile of leaves, around the sandbox, etc.

Alternatives/Adaptations:

- Incorporate walking backwards into a game of different walking styles such as fast, slow, side stepping, backwards, and high knee.
- Walk backwards as part of "Follow the Leader."
- Pretend you are trucks moving backwards. Say "beep, beep" as you move.
- Turn on music – walk backwards slowly or fast to the music.



CUE WORDS

- Arms out
- Head up
- Toe-heel

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Walking	—	—	Spatial awareness, effort awareness	Language & literacy (vocabulary)

Worm Crawl

Equipment:

None

Instructions:

- *“Today we are going to move on the ground like a worm or a snake or a caterpillar.”*
- *“Watch how I am moving – first I move my right arm and then I move my left leg.”*
- *“First, let’s move like a worm. Let’s lay on our stomachs. Now move one arm and leg; now move the other arm and leg.”*

CUE WORDS

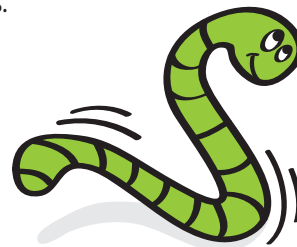
- Left arm, right leg
- Right arm, left leg
- Over, under, through, around
- Tummy off the floor
- Crawl

Tips:

- **Children should move opposite arm and leg.**
- This exercise is important in developing cross-lateral movement. This exercise involves lying on your stomach with head and shoulders off the floor and the weight of the body supported by the elbows. Locomotion involves moving elbows and hips.
- Some children may have difficulty crawling. If they keep their chest on the floor, they are creeping.
- Use words that denote relationship and spatial awareness – over, under, through, around, forward, backward, right, left.
- Can be done outdoors in a grassy area – this will stimulate sense of touch and smell.

Alternatives/Adaptations:

- If you have a large tunnel, have children crawl through it.
- Add obstacles to crawl around for spatial awareness.
- Ask what other animals crawl. Pretend to be a snake or a caterpillar.
- Place foam noodles across two chairs and have children crawl under the noodles.



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, spatial awareness, relationship awareness	Science
Creeping, crawling	—	—		

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Let's Be Active	■	■	■	Body awareness, spatial awareness, effort awareness, relationship awareness	Language & literacy
Move Like the Animals	■	■		Body awareness, spatial awareness, effort awareness	Language & literacy, science
Music Box Party	■	■		Spatial awareness, effort awareness, body awareness, relationship awareness	Language & literacy directional concepts
Obstacle Course	■	■	■	Spatial awareness, relationship awareness	Language & literacy

Equipment and Loose Parts List

- Bean bags
- Boxes/baskets
- Cones
- Chalk
- Floor markers or carpet squares
- Foam noodles
- Foot cutouts
- Hula hoops
- Large balls (such as beach balls, foam balls, playground balls)
- Music
- Natural items (such as sticks, stones, pine cones)
- Scarves
- Small balls
- Soft toys
- Tape

Equipment:

Large ball (such as a beach ball), small ball, balance beam, hurdle, hula hoops, jump ropes, buckets, cones, things from nature (such as rocks, stones, sticks)

Instructions:

Children love to be active and to use their imaginations. Let them make up activities that will get them moving.

- Set up an activity center for your class. Equip it with items that will encourage children to move: balls, cones, hurdles, balance beams, hula hoops, jump ropes, buckets, tunnels, etc.
- Let children engage in free play, providing some direction as needed.
 - **Indoors**, encourage children to climb through tunnels, bounce balls, throw at targets, tumble, walk on balance beams, jump over hurdles, etc. Use softer equipment.
 - **Outdoors**, encourage children to make up running games and other games where they will be physically active. Have children collect items from nature, fill buckets with the natural items, and carry them.

Tips:

- To create their own games, younger children will need more direction than older children.
- Preschoolers will make up games with their own rules.
- This activity is great to do outdoor. If you cannot set up a permanent equipment space, put equipment in a bag or basket and take it with you. Access to equipment is essential in keeping kids active.
- Loose Parts and scraps are great tools for encouraging physical activity and creativity.

Alternatives/Adaptations:

- Make up the beginning of a story such as "Once upon a time there were some children in the woods . . ." Then let the children make up and act out the story incorporating activities and building forts, bridges, houses, etc.
- Encourage children to incorporate their outdoor environment using activities such as picking up sticks or collecting pine cones and putting them in a bucket.

CUE WORDS

- Creativity
- Fun
- Run
- Keep moving
- Heart check

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	All	Language & literacy
Varied	Varied	Varied		

CUE WORDS

- Great job
- Nice moves

Equipment:

Music

Instructions:

"Blue and the Be Active Kids friends went to the zoo and saw lots of different animals. They learned that animals move in many different ways and at different speeds. They decide that Blue is going to try moving like some of the animals he saw at the zoo. Today we are going to move lots of different ways like different animals."

1. *"Blue is a bear. He likes to creep. Let's creep like a bear."*
Demonstrate creeping and crawling like a bear.
2. *"Glide the Bird wants to waddle like a duck. Let's waddle like a duck, too."* Demonstrate waddling like a duck.
3. *"Swing the Monkey loved the elephants. They were walking very slowly. Let's bend over and swing our arms like the elephant's trunk*

- and slowly walk around the room."* Demonstrate bending over, swinging your arms like an elephant's trunk, and walking slowly.
4. *"Now let's walk like Dart the Dog on four legs. Let's walk fast."*
Demonstrate walking on hands and feet.
 5. *"Let's jump like Leap the Rabbit or like a kangaroo."* Demonstrate jumping like a bunny, light and graceful.
 6. *"Now let's slither like a snake, smooth and fast."*
 7. *"Now let's slither like a slug, slowly."*
 8. *"Can you waddle like a penguin?"*
 9. *"Now gallop like a horse (older children)."*
 10. *"Hop like a bird (on one foot)."*

Tips:

- Demonstrate the way each animal moves or have a child demonstrate.
- Have children suggest different animals and the ways they move. These can be real or imaginary animals and movements.
- Provide more demonstration for younger toddlers.
- Add a story about animals and have children act it out, moving as the animals move. Read a story such as *Jump Like a Frog* by Kate Burns.
- Outdoors is a great place to view/observe animals in their natural environment. Watch them, talk about them, imitate them. Look under rocks, in dirt, up in trees, in water, etc. What do you see?

Alternatives/Adaptations:

- Play music such as an animal song.
- Have an animal parade. Put on some lively music such as "Dance Like the Animals" or "The Animals Went in Two by Two." Have each child be a different animal and march around.
- Make it a game – have pictures of different animals. Have a child select a picture and demonstrate how that animal walks. Then have everyone walk like the animal. Be sure that all children have a turn to pick a picture.
- Put on music for one animal such as "Busy Bee," "I'm a Little Monkey," or "Nellie the Elephant." Have all of the children be that animal.
- Don't know any songs or need ideas? Check on YouTube!

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, spatial awareness, effort awareness	Language & literacy, science
Creeping, crawling, waddling, galloping, hopping	Jumping, landing	—		

Equipment:

CDs

Instructions:

"Swing and Leap love to dance. They like to dance fast and they like to dance slowly. They like to make up their own dances. Today they are going to have all of us over for a dance party. I am going to put on music, and let's all dance!"

- Play CDs that have different tempos and encourage children to move fast such as "Hands Up" or "Twist and Shout." Encourage children to make up moves. For slower moves, play slow classical music such as Pachelbel's Canon.
- Talk about the concepts of moving slowly and quickly, and of moving in different directions – forward, backward, up, down, and flowing.
- Demonstrate some basic moves to start with such as twisting, shaking, wiggling, turning, bending, and stepping.

Tips:

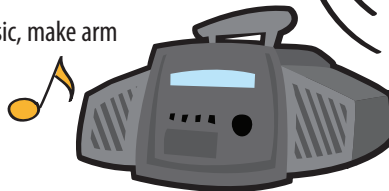
- Inexpensive CDs (such as *Kid's Dance Party Express*) that have a variety of songs designed for dancing and moving can be purchased.
- Work on commands such as "freeze," "start," "stop," and "balance when stopped."
- Encourage children to connect hands and move or dance together.

Alternatives/Adaptations:

- Add musical instruments and have children make music and dance. Children can also shake small pom-poms in time to the music. Make wrist/ankle bells by sewing jingle bells to elastic. Children can put these bells around their wrists or ankles to make music as they dance.
- Expand the activity by having children make instruments such as drums from cans and rhythm sticks from paper towel rolls.
- Have a parade with your instruments!
- Children with limited mobility can still clap to the music, make arm and hand movements, and play instruments.

CUE WORDS

- Fast
- Slow
- Shake
- Up
- Forward
- Backward
- Heart check



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, body awareness, relationship awareness, effort awareness	Language & literacy, directional concepts
Walking, sliding	Twisting, turning, bending, jumping, landing	—		

Equipment:

Tape, floor markers, hurdles, balls, box or basket, tunnel or pillows

Instructions:

“Over, under, around, and through; tossing balls, jumping, climbing, walking on balance beams. Our friends, the Be Active Kids, like to do all of these things. Let’s do lots of different things like our friends.”

An obstacle course can be made up of activities that are done one after another. Set up a series of activities where children can try different things that are developmentally appropriate and tap into a range of activities that children can perform or safely try.

Examples:

- For young toddlers, set up a tunnel to crawl through, a pile of large pillows to climb over, a ball to roll into a box, and a ball to throw into a basket.
- For older toddlers or twos, set up a balance beam (or a line of tape on the floor), hurdles to jump over, a box to throw a ball into, a tunnel to crawl through, and a pile of large pillows to crawl through or over.
- For preschoolers, set up a balance beam, a ball to throw through a hoop, a series of dots to jump along, and a hurdle to jump over.

Tips:

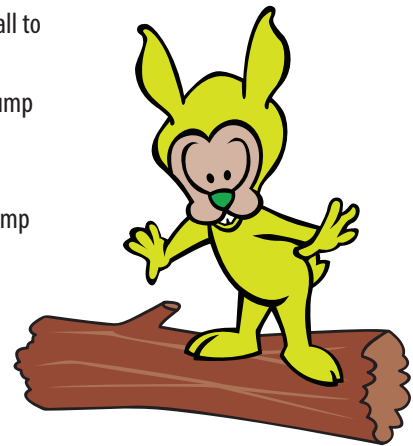
- When the first child has completed the first obstacle, have the second child begin (to minimize wait time). Spread the children out into groups, each starting at a different point in the obstacle course (to decrease wait time).
- If safe, have children run between the obstacles. Or have them hop, jump, or side step.
- Have an adult at each station to direct the activity.

Alternatives/Adaptations:

- You can vary the activities on the obstacle course.
- Adapt the obstacles when doing this activity outdoors. Use slides, playhouses, or furniture in safe ways.
- Set up activities that children with limited mobility can do – throw a ball into a basket, roll a ball across a table, ride under a hurdle, etc.

CUE WORDS

- Over
- Under
- Run
- Jump
- Around
- Through
- Heart check



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, relationship awareness	Language & literacy
Varied	Varied	Varied		

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

Bean Bag Balance

BE ACTIVE KIDS®

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.

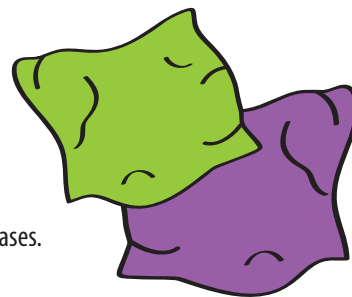
- Place a bean bag or small, soft toy on the child's head.
- Have the child walk from one point in the room to another without dropping the bean bag. If the bean bag falls off, just have the child pick it up and replace it on his/her head.
- Vary the speed (fast, slow), direction (forward, backward, 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		
Walking	Balancing	—	Effort awareness, spatial awareness	Language & literacy (speeds, directional concepts)

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:

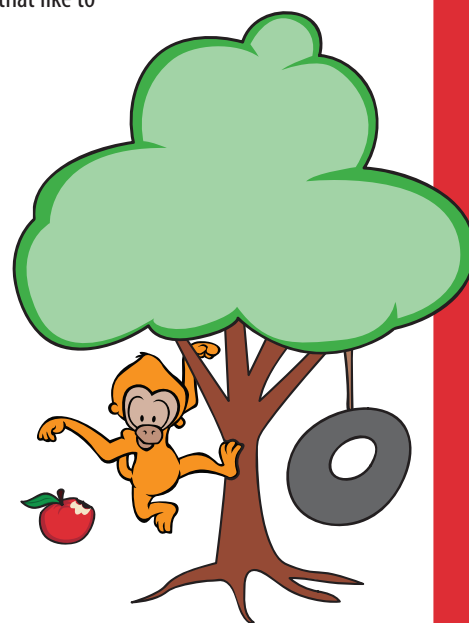
- To limit waiting and increase practice, have other adults or children help drop and toss.
- Introduce a book (A Ball for Daisy by Chris Raschka): “People can catch balls. Are there animals that like to catch balls?” (Dogs, seals.) “Here is a story about a dog that likes to catch balls.”
- Be sure to 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.

CUE WORDS

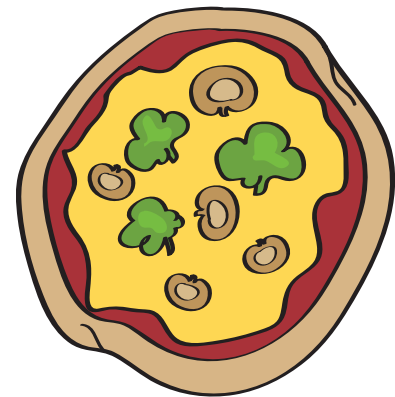
- Run
- Healthy food
- Heart Check

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.



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		
Running, crawling, creeping, climbing	Jumping, landing	—	Spatial awareness, relationship awareness	Language & literacy, imagination

Equipment:

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

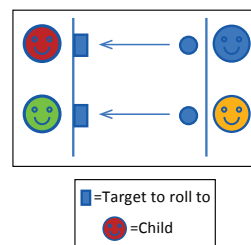
Instructions:

"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.

Continued on Next Page

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?”

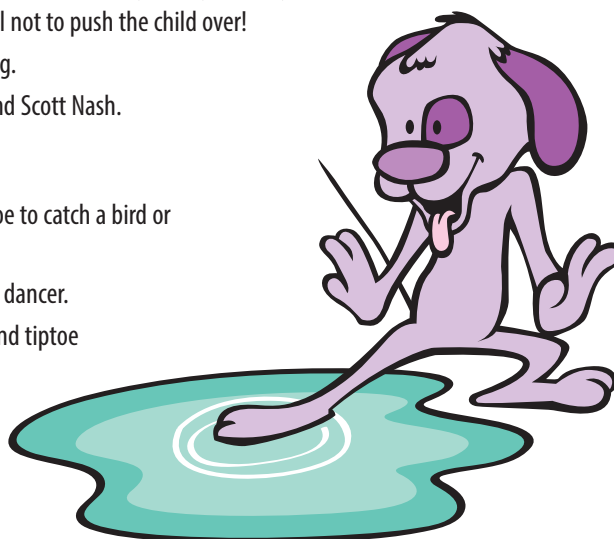
- Set up hula hoops of different colors around the play area. Tell children that these are puddles and that they need to tip toe through them to avoid getting wet.
- Have children tip toe through the “puddles” and say what color the “puddle” is. Count the “puddles” as children tip toe through them.
- 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		
Walking	Balancing	—	Spatial awareness	Language & literacy

BALANCE – the ability to keep an upright posture while standing still or moving.

BALLISTIC STRETCHING – bouncing or making quick jerking movements while performing a flexibility exercise.

BARBELL – an apparatus used in weight – lifting, consisting of a bar with replaceable, disk – shaped weights fastened to the ends.

BE ACTIVE KIDS® – a statewide initiative providing physical activity related support and resources to individuals caring for young children in North Carolina. Be Active Kids is a signature program of Blue Cross and Blue Shield of North Carolina Foundation.

BENDING – moving a joint.

BODY AWARENESS – what the body can do (body part identification, transferring weight, balancing, flight, etc.).

BODY COMPOSITION – the makeup of the body tissues, including muscle, bone, body fat, and all other body tissues.

BODY FAT – the percentage of body weight that is made up of fat.

BODY MASS INDEX (BMI) – a number calculated from one’s weight and height. BMI provides a reliable indicator of body fatness.

CARDIOVASCULAR ENDURANCE – the body’s ability to undergo vigorous exercise for an extended period of time (aerobic/anaerobic).

CATCHING – receiving and controlling an object using the body or its parts.

COOL – DOWN – a series of activities to help the body recover after a workout, usually consisting of a heart cool – down and a muscle cool – down and stretch.

CRAWLING – moving around on the stomach like an army man or snake.

CREEPING – moving around on your hands and knees like a cat.

DEVELOPMENTAL MILESTONES: a set of functional skills or age-specific tasks that most children can do at a certain age range. Although each milestone has an age level, the actual age when a normally developing child reaches that milestone can vary quite a bit. Every child is unique!

DRIBBLING – the skill of striking an object multiple times in a row (e.g., using hands or feet).

EFFORT AWARENESS – how the body moves (time, speed, force, flow, etc.).

EXERCISE – physical activity done especially for the purpose of becoming physically fit.

FINE MOTOR SKILLS – involves limited movement movements of parts of the body in the performance of precise movements. Writing, typing and stringing beads are examples of fine motor movements.

FITT PRINCIPLE – each letter represents a factor important for determining the correct amount of physical activity: F = frequency; I = intensity; T = time; T = type of activity.

FLEXIBILITY – the ability to move the joints in an unrestricted fashion through a full range of motion.

FUNDAMENTAL MOTOR SKILLS – common motor activities that involve skills that are the basis for other activities (locomotor, nonlocomotor, manipulative).

GALLOPING – a combination of a step and a run in which there is a lead leg and a trail leg (same leg stays in front) – forward direction.

GROSS MOTOR SKILLS – involves movement of the large muscles of the body. Most sports skills are classified as gross motor movements.

HEALTH – a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

HEALTH – RELATED FITNESS – components of physical fitness that have a direct impact on promoting health and wellbeing: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

HEART RATE – the number of heartbeats per unit of time, usually expressed as beats per minute.

HOPPING – a springing action leaving the ground with one foot and landing on the same foot.

JOG – to run at a leisurely, slow pace which is typically between a walk and a run.

JUMPING – a springing action leaving the ground with one or two feet and landing on two feet.

KICKING – making contact with an object using your feet.

LEAPING – an extension of a run using greater force; leaving the ground with one foot and landing on the opposite foot.

LOCOMOTOR SKILLS – large-muscle skills involving a change of direction of the total body (creeping, crawling, scooting, walking, running, hopping, skipping, galloping, sliding, chasing, fleeing and dodging, etc.).

LOOSE PARTS - materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. They are materials with no specific set of directions that can be used alone or combined with other materials. Loose parts can be natural or synthetic.

MANIPULATIVE SKILLS – also referred to as object manipulation skills include movements that involve controlling one or more object with the hands, feet or other body part (throwing, catching, collecting, kicking, punting, dribbling, volleying, striking with a racket/paddle, etc.).

MODERATE – INTENSITY PHYSICAL ACTIVITY – on an absolute scale, physical activity that is done at 3.0 to 5.9 times the intensity of rest. On a scale relative to an individual’s personal capacity, moderate-intensity physical activity is usually a 5 or 6 on a scale of 0 to 10.

MOVEMENT CONCEPTS AND AWARENESS – center on how a movement is performed through the elements of body, space, effort, and relationships (BSER).

MOVEMENT THEMES – center on movements that are performed or executed; classified into fundamental motor skill areas: locomotor, nonlocomotor and manipulative

MUSCULAR ENDURANCE – the muscle’s ability to produce force over a period of time (repetition).

MUSCULAR STRENGTH – the amount of force a muscle can produce (one time).

NONLOCOMOTOR SKILLS – also referred to as nonmanipulative skills include various movement of the body performed from a stationary base (turning, twisting, rolling, balancing, transferring weight, jumping and landing, stretching, curling, etc.).

OBESITY – Obesity is an abnormal accumulation of body fat, usually 20% or more over an individual’s ideal body weight, a BMI of over 30 for adults and BMI at or above the 95th percentile for children. Obesity is associated with increased risk of illness, disability, and death.

OVERWEIGHT – more than normal in body weight after adjustment for height, body build, and age, or 10% to 20% above the person’s “desirable” body weight. A body mass index between 25.0 and 29.9 for adults and BMI at or above the 85th percentile and lower than the 95th percentile for children.

PHYSICAL ACTIVITY – movement using the larger muscles of the body; includes sports, dance and activities of daily life; may be done to accomplish a task, for enjoyment, or to improve physical fitness.

PHYSICAL EDUCATION – a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills and confidence needed to adopt and maintain physically active lifestyles (teacher directed).

PHYSICAL FITNESS – the ability of the body systems to work together efficiently.

PLAY – how young children physically explore their environment to facilitate language, creativity, and social skills. Play may or may not include moderate to vigorous physical activity (child directed).

PUNTING – the skill of kicking an object that has been released from the hands, while it is still in the air.

RECESS – unstructured playtime where children have choices; develop rules for play and release energy and stress. It is an opportunity for children to practice or use skills developed in physical education (teacher facilitated).

RELATIONSHIPS AWARENESS – how the body relates to objects and others (with objects, with people, with your body).

RUNNING – same as walking but at a faster rate with brief moments of flight when both feet are off the ground.

SCOOTING – moving in a crawling motion on one leg and dragging the other leg.

SEDENTARY – being inactive or participating in very little physical activity.

SKILL – the capacity for doing a specific task well; improves with practice.

SKILL – RELATED FITNESS – parts of fitness that help a person perform well in sports and activities requiring certain skills; includes agility, balance, coordination, power, reaction time, and speed.

SKIPPING – a combination of a step and a hop, alternating feet.

SLIDING – a combination of a step and a run in a sideways direction.

SPACE AWARENESS – where the body moves (location, directions, levels, pathways, extensions, etc).

STRETCHING – moving body parts away from the center of gravity in order to improve flexibility. Should be done in a slow and controlled motion to the point of tension not pain.

STRIKING – making contact with an object using another object.

STRUCTURED PHYSICAL ACTIVITY – developmental activity that is planned and supervised by a parent, caregiver, or teacher.

SWAYING – fluidly and gradually shifting the center of gravity from one body part to another.

SWINGING – rhythmical, smooth motion of a body part resembling a pendulum.

THROWING – propelling an object away from the body using your hands.

TURNING – rotating the body along the long axis.

TWISTING – the rotation of a selected body part around its long axis.

UNSTRUCTURED PHYSICAL ACTIVITY – also known as free play. It is child – initiated physical activity in which choice, freedom, and exploration are developed as the child moves throughout his or her environment. Children are likely to have structured activities but on their own terms.

VIGOROUS – INTENSITY PHYSICAL ACTIVITY – on an absolute scale, physical activity that is done at 6.0 or more times the intensity of rest. On a scale relative to an individual’s personal capacity, vigorous – intensity physical activity is usually a 7 or 8 on a scale of 0 to 10. During this type of physical activity it would be hard to hold a conversation with someone.

VOLLEYING – making contact with an object using body parts.

WALKING – the process of alternately losing balance and recovering while moving forward or backward in an upright position .

WARM-UP – a series of activities, usually consisting of a heart warm-up and a muscle warm-up.

WELL – BEING: a state characterized by health, happiness, and prosperity.

WELLNESS – the process of adopting patterns of behavior that can lead to improved health and heightened life satisfaction .

YOGA – a system of exercises practiced as part of this discipline to promote control of the body and mind.

NOTE: Additional movement terminology can be found at www.beactivekids.org.

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Appendix A

Physical Activity Guidelines and Best Practices

National Association for Sport and Physical Education Guidelines

Guidelines for Infants

- Guideline 1. Infants should interact with caregivers in daily physical activities that are dedicated to exploring movement and the environment.
- Guideline 2. Caregivers should place infants in settings that encourage and stimulate movement experiences and active play for short periods of time several times a day.
- Guideline 3. Infants' physical activity should promote skill development in movement.
- Guideline 4. Infants should be placed in an environment that meets or exceeds recommended safety standards for performing large-muscle activities.
- Guideline 5. Those in charge of infants' well-being are responsible for understanding the importance of physical activity and should promote movement skills by providing opportunities for structured and unstructured physical activity.

Guidelines for Toddlers

- Guideline 1. Toddlers should engage in a total of at least 30 minutes of structured physical activity each day.
- Guideline 2. Toddlers should engage in at least 60 minutes — and up to several hours — per day of unstructured physical activity and should not be sedentary for more than 60 minutes at a time, except when sleeping.
- Guideline 3. Toddlers should be given ample opportunities to develop movement skills that will serve as the building blocks for future motor skillfulness and physical activity.
- Guideline 4. Toddlers should have access to indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities.
- Guideline 5. Those in charge of toddlers' well-being are responsible for understanding the importance of physical activity and promoting movement skills by providing opportunities for structured and unstructured physical activity and movement experiences.

Guidelines for Preschoolers

- Guideline 1. Preschoolers should accumulate at least 60 minutes of structured physical activity each day.
- Guideline 2. Preschoolers should engage in at least 60 minutes — and up to several hours — of unstructured physical activity each day, and should not be sedentary for more than 60 minutes at a time, except when sleeping.
- Guideline 3. Preschoolers should be encouraged to develop competence in fundamental motor skills that will serve as the building blocks for future motor skillfulness and physical activity.
- Guideline 4. Preschoolers should have access to indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities.
- Guideline 5. Caregivers and parents in charge of preschoolers' health and well-being are responsible for understanding the importance of physical activity and for promoting movement skills by providing opportunities for structured and unstructured physical activity.

Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) Physical Activity Best Practices

Physical Activity	Best Practices *
Active Play and Inactive Time	<ul style="list-style-type: none"> • Provide children with at least 120 minutes of active play time each day. • Provide teacher-led physical activity to children two or more times per day. • Provide outdoor active play time two or more times per day. • Active play time should never be withheld for children who misbehave and additional active play time should be given for good behavior. • Ensure that children are not seated for periods of more than 30 minutes. • Rarely or never show television or videos.
Play Environment	<ul style="list-style-type: none"> • Make a wide variety of fixed play equipment available that accommodates the needs of all children. • Make a large variety of portable play equipment available for children to use at the same time. • Make outdoor portable play equipment freely available to all children at all times. • Outdoor play space should include open, grassy areas and a track/path for wheeled toys. • Make indoor play space available for all activities, including running.
Supporting Physical Activity	<ul style="list-style-type: none"> • Encourage children to be active and join children in active play. • Provide visible support for physical activity in 2- to 5-year-old classrooms and common areas through use of posters, pictures, and displayed books.
Physical Activity Education	<ul style="list-style-type: none"> • Provide training opportunities on physical activity (not including playground safety) for staff two times per year or more. • Provide physical activity education for children through a standardized curriculum one time per week or more. • Offer physical activity education opportunities to parents two times per year or more.
Physical Activity Policy	<ul style="list-style-type: none"> • Create a written policy on physical activity that is available and followed. It may include items from the previous four physical activity key areas.

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*Revised Best Practices anticipated June 2013.

www.gonapsacc.org

Appendix B

Classroom Management and Tips for Modifying Activities

<p>Teacher Preparation/ Participation</p>	<ul style="list-style-type: none"> • Be prepared — you need to know how to do the activity in order to be able to lead it. Always familiarize yourself with the activity and adaptations before presenting it to the children. • Pay attention to classroom set-up — make materials accessible; allow sufficient space for activities; keep set-up as consistent as possible. • Structure the environment to prompt the desired behavior. • Have sufficient materials that are developmentally appropriate. • Build physical activity into other activities — use a warm-up for circle time, do yoga to quiet a class down, sing an action song while waiting in line. • Model for children when you are explaining an activity or game — do it in the beginning and during the activity. • Allow for both direct instruction and exploration. Allow for a variety of active responses. • For organized activities, keep groups small enough that children do not spend a lot of time standing around and waiting for a turn. • Engage children — if they are not interested, they will not participate. • Make activities motivating — children like to imitate adults. Also, children like some risk — add excitement with activities such as pretending to walk over an alligator pit. • Children like to make choices. Give options. • Use peer pairs — have one child help another child with a skill or activity. • Encourage sportspersonship — have children cheer for other children and be excited when they see their classmates succeed. • Have a Plan B (alternative) in case an activity does not go well.
<p>Rules, Prompts, and Cues</p>	<ul style="list-style-type: none"> • Stress competence and cooperation where appropriate — not competition. • Praise children's efforts, even if they do not succeed in a specific skill. Emphasize what they have achieved. • Give clear, age-appropriate directions. Break down an activity and use repetition as needed. • Provide rules such as how many children are allowed at an activity at a time. • Use music to start and stop activity. If you have students with hearing difficulties, be sure to also use a visual cue to start/stop. • Use multiple means to explain an activity or as reminders. Have pictures in the classroom showing activities. Use visual cues such as cut-outs of feet to remind children of foot placement. • Place children with disabilities near teachers so they can have extra help if needed. • Ensure all children understand directions. • If a child does not hear well, be sure you understand the best way to communicate (e.g., using interpreters, visual cues, lip reading). • If a child has a visual disability, be sure to describe instructions and environment in detail. Avoid changing the environment too often and without warning. • Children with cognitive disabilities can be guided by a partner. Use repetition and demonstration as well. Even if certain concepts cannot be grasped, it is still important to try to involve all children in physical activities.
<p>Equipment</p>	<ul style="list-style-type: none"> • Adapt equipment — use larger/lighter equipment when child needs it. • Vary size, weight, color, texture of balls and other equipment as needed. • Use Velcro. • Alter the target (lower, larger goal).
<p>Boundary/ Playing Field</p>	<ul style="list-style-type: none"> • Adjust distance as needed. • Use well-defined boundaries. • Adapt play area (smaller, obstacles removed).
<p>Actions</p>	<ul style="list-style-type: none"> • Change locomotor patterns. • Modify body positions. • Modify grasps. • Reduce number of actions.
<p>Time</p>	<ul style="list-style-type: none"> • Allow time for physical activity. Build it into the schedule several times during the day. Remember, two 20-minute or three 10-minute sessions may be more age appropriate than a 30- or 40-minute session. • Vary the tempo of activities — have some that are fast moving (e.g., walk fast or run) and others that might be slower (e.g., walk like a turtle). • Lengthen or shorten the activity time. • Slow the activity pace. • Provide frequent rest periods.
<p>Additional Learning</p>	<ul style="list-style-type: none"> • Enrich the experience by adding cognitive learning — add counting, numbers, colors. Discuss concepts such as over, under, around; discuss new words such as overhand or underhand. • Relate words and activities to things in everyday life (e.g., the pitcher throwing the ball or the farmer picking the fruit off the tree).

Appendix C

Equipment and Loose Parts List

Infants

Baby bathtub or basin
Blanket
Plastic bottles (filled with rice, beans, etc.)
Large mobility ball
Newspaper
Rattle
String

Toddlers - Preschoolers

Balls

- Large
- Small
- Geoball or O Ball*
- Slo-Mo balls*
- Flyweight balls*
- Beach balls*
- Bumps ball*
- Lighted or sound balls*
- Mobility ball*

Bath scrunchies
Bean bags
Beach accessories (Preschoolers)
Blocks

Boxes/baskets
Bubble soap and bubble wands (Toddlers)
Bubble wrap (Toddlers and Twos)
Carpet squares
Carpet tubes – cut in half lengthwise and used as chute to roll balls down*
Chalk
Cones
Floor markers and shapes
Floor spots or ploy dots (colored)
Foam noodles
Foot cut-outs
Hacky sacks
Hula hoops
Gallon jugs (empty)
Leaves
Music
Paper background of sky and clouds, stars, rockets, etc. with Velcro on each (Twos)
Paper plates (Preschoolers)
Parachute*
Pinecones
Racquets
Scarves*

String*
Sticks and branches
Tape
Targets – large and small
Tin cans (Preschoolers)
Velcro gloves and other manipulative objects*

Optional

Drainage tubing
Dress up clothing
Inner tubes
Jump ropes
Mats
Mattress
Mirrors
Planks of Lumber (2x4, 2x6, 4x4, 6x6, etc.)
Plastic rain gutters
Push toys
PVC piping
Road signs
Rocks
Sacks (burlap)
Saw Horses
Trikes and other ride-on toys

*These materials may be helpful for children with disabilities and for any child who needs some additional help.

Appendix D

Alternative Equipment Solutions

1. Balance beams:

- These do not have to be actual beams. Put a line of tape on the floor for children who have poorer balance.
- Start by walking the line — if children cannot walk on the line, have them walk with one foot on each side of the line. Then progress to walking with one foot on the line, then walking with both feet on the line.
- Do you have curbs or landscape timbers outside? Use them as balance beams.
- Sidestep instead of walking forward.

2. Bridges and tunnels:

- Use the wall instead of the floor to make a tunnel. This will make a higher bridge for a wheelchair to go through. Have the children lean into the wall to make a tunnel.
- Help the children practice on their knees before making a bridge.
- Encourage push-ups to increase upper body strength. Children in wheelchairs could substitute wheelchair/seated push-ups (dips) if able.

3. Throwing:

- Post targets such as poly spots to throw toward, varying the distances and size of the poly spots /targets when possible.
- Put markers or feet cut-outs on the floor as a visual reminder to put feet apart and twist body.
- Use the hand-over-hand method to guide the child through the throwing motion (caregiver's hand over the child's hand).

4. Catching:

- Vary how inflated the ball is. A ball that is less inflated is easier to catch and grasp.
- Try catching a soft ball, Geoball, a bath scrunchie, ball with braids, or ball with bumps.
- Use a beanbag for children who can't catch a ball. Use a ball with sound and/or lights.
- Use a flyweight ball — it is easier to catch.

5. Striking:

- Put the cone on a block to increase its height from floor level.
- Vary the height with the size or number of blocks for raising the cone.
- Have children who have trouble standing strike while sitting — be sure to put the ball at the proper height.
- Secure a string across an open space. Hang wiffle balls or tie on foam balls for children to hit.

6. Balancing:

- For a child who is having difficulty balancing on one foot, start by holding his/her hands and have the child bend his/her knee. Allow the leg to be supported by the other leg.
- For children who cannot stand, have them test their balance by leaning to one side or the other with as little support as possible.

7. Sidestepping:

- For a child having difficulty with sidestepping, face the child and hold his/her hands. Have the child move sideways with you, telling (and showing) the child to move one foot and then the other.

8. Ball rolling:

- For children who cannot sit on the floor, have them sit at a table with a partner opposite them. Roll the ball on the table.
- For a child who is seated in a wheelchair, add a chute such as a carpet tube cut in half along its length. Prop the chute on an angle in front of the child. This will enable the child to roll the ball down the chute.

9. Hurdles:

- Prop up some hurdles so that non-ambulatory children can crawl under them.
- For children in wheelchairs, put hurdles higher so that they can roll under them.

10. Dancing:

- For children with limited mobility, have them participate by clapping, playing musical instruments, making hand and arm movements, or moving with their wheelchair or other assistive device (walker). Make sure there is enough space to maneuver. Note that these children may also move at a different pace.

11. Obstacle course:

- Set up activities that children with limited mobility can do — throw a ball into a basket, roll a ball across a table, ride under a hurdle, etc. They may need more space or ground to move around.
- Guide children with visual, cognitive, or hearing difficulties through the obstacle course or use partners. An adult may need to be the guide to ensure that children with visual disabilities go through the course safely.

12. Walking backwards:

- Many children have trouble starting to walk backwards. Have an adult stand behind them with their hands on the child's shoulders. The adult starts to walk backwards and takes the child with them.
- Some children in wheelchairs, depending on ability, may be able to roll backwards. Ensure that children have enough space to maneuver, realizing that they may not move in a straight line.

Understand the Weather



Wind-Chill

- 30° is *chilly* and generally uncomfortable
- 15° to 30° is *cold*
- 0° to 15° is *very cold*
- 32° to 0° is *bitter cold* with significant risk of *frostbite*
- -20° to -60° is *extreme cold* and *frostbite* is likely
- -60° is *frigid* and exposed skin will freeze in 1 minute

Heat Index



- 80° or below is considered *comfortable*
- 90° beginning to feel *uncomfortable*
- 100° *uncomfortable* and may be *hazardous*
- 110° considered *dangerous*

All temperatures are in degrees Fahrenheit

Child Care Weather Chart

		Wind Speed in mph								
		Calm	5	10	15	20	25	30	35	40
Air Temperature	40	40	36	34	32	30	29	28	28	27
	30	30	25	21	19	17	16	15	14	13
	20	20	13	9	6	4	3	1	0	-1
	10	10	-1	-4	-7	-9	-11	-12	-14	-15
	0	0	-11	-16	-19	-22	-24	-26	-27	-29
	-10	-10	-22	-28	-32	-35	-37	-39	-41	-43
	-20	-20	-34	-41	-45	-48	-51	-53	-55	-57
-30	-30	-46	-53	-58	-61	-64	-67	-69	-71	

■ Comfortable for outdoor play
 ■ Caution
 ■ Danger

		Relative Humidity (Percent)												
		40	45	50	55	60	65	70	75	80	85	90	95	100
Temperature (F)	80	80	80	81	81	82	82	83	84	84	85	86	86	87
	84	83	84	85	86	88	89	90	92	94	96	98	100	103
	90	91	93	95	97	100	103	106	109	113	117	122	127	132
	94	97	100	102	106	110	114	119	124	129	135			
	100	109	114	118	124	129	136							
	104	119	124	131	137									
	110	136												

2009

Watching the weather is part of a child care provider's job. Planning for playtime, field trips, or weather safety is part of the daily routine. The changes in weather require the child care provider to monitor the health and safety of children. What clothing, beverages, and protections are appropriate? **Clothe** children to maintain a comfortable body temperature (warmer months - lightweight cotton, colder months - wear layers of clothing). **Beverages** help the body maintain a comfortable temperature. Water or fruit juices are best. Avoid high-sugar content beverages and soda pop. **Sunscreen** may be used year around. Use a sunscreen labeled as SPF-15 or higher. Read and follow all label instructions for the sunscreen product. Look for sunscreen with UVB and UVA ray protection. **Shaded** play areas protect children from the sun.

Condition GREEN - Children may play outdoors and be comfortable. Watch for signs of children becoming uncomfortable while playing. Use precautions regarding clothing, sunscreen, and beverages for all child age groups.

INFANTS AND TODDLERS are unable to tell the child care provider if they are too hot or cold. Children become fussy when uncomfortable. Infants/toddlers will tolerate shorter periods of outdoor play. Dress infants/toddlers in lightweight cotton or cotton-like fabrics during the warmer months. In cooler or cold months dress infants in layers to keep them warm. Protect infants from the sun by limiting the amount of time outdoors and playing in shaded areas. Give beverages when playing outdoors.

YOUNG CHILDREN remind children to stop playing, drink a beverage, and apply more sunscreen. OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens). They may resist applying sunscreen and drinking beverages while outdoors.

Condition YELLOW - use caution and closely observe the children for signs of being too hot or cold while outdoors. Clothing, sunscreen, and beverages are important. Shorten the length of outdoor time.

INFANTS AND TODDLERS use precautions outlined in Condition Green. Clothing, sunscreen, and beverages are important. Shorten the length of time for outdoor play. YOUNG CHILDREN may insist they are not too hot or cold because they are enjoying playtime. Child care providers need to structure the length of time for outdoor play for the young child. OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens), applying sunscreen and drinking liquids while playing outdoors.

Condition RED - most children should not play outdoors due to the health risk. INFANTS/TODDLERS should play indoors and have ample space for large motor play. YOUNG CHILDREN may ask to play outside and do not understand the potential danger of weather conditions. OLDER CHILDREN may play outdoors for very short periods of time if they are properly dressed, have plenty of fluids. Child care providers must be vigilant about maximum protection of children.

The weather forecast may be confusing unless you know the meaning of the words.

Blizzard Warning: There will be snow and strong winds that produce a blinding snow, deep drifts, and life threatening wind chills. Seek shelter immediately.

Heat Index Warning: How hot it feels to the body when the air temperature (in Fahrenheit) and relative humidity are combined.

Relative Humidity: The percent of moisture in the air.

Temperature: The temperature of the air in degrees Fahrenheit.

Wind: The speed of the wind in miles per hour.

Wind Chill Warning: There will be sub-zero temperatures with moderate to strong winds expected which may cause hypothermia and great danger to people, pets and livestock.

Winter Weather Advisory: Weather conditions may cause significant inconveniences and may be hazardous. If caution is exercised, these situations should not become life threatening.

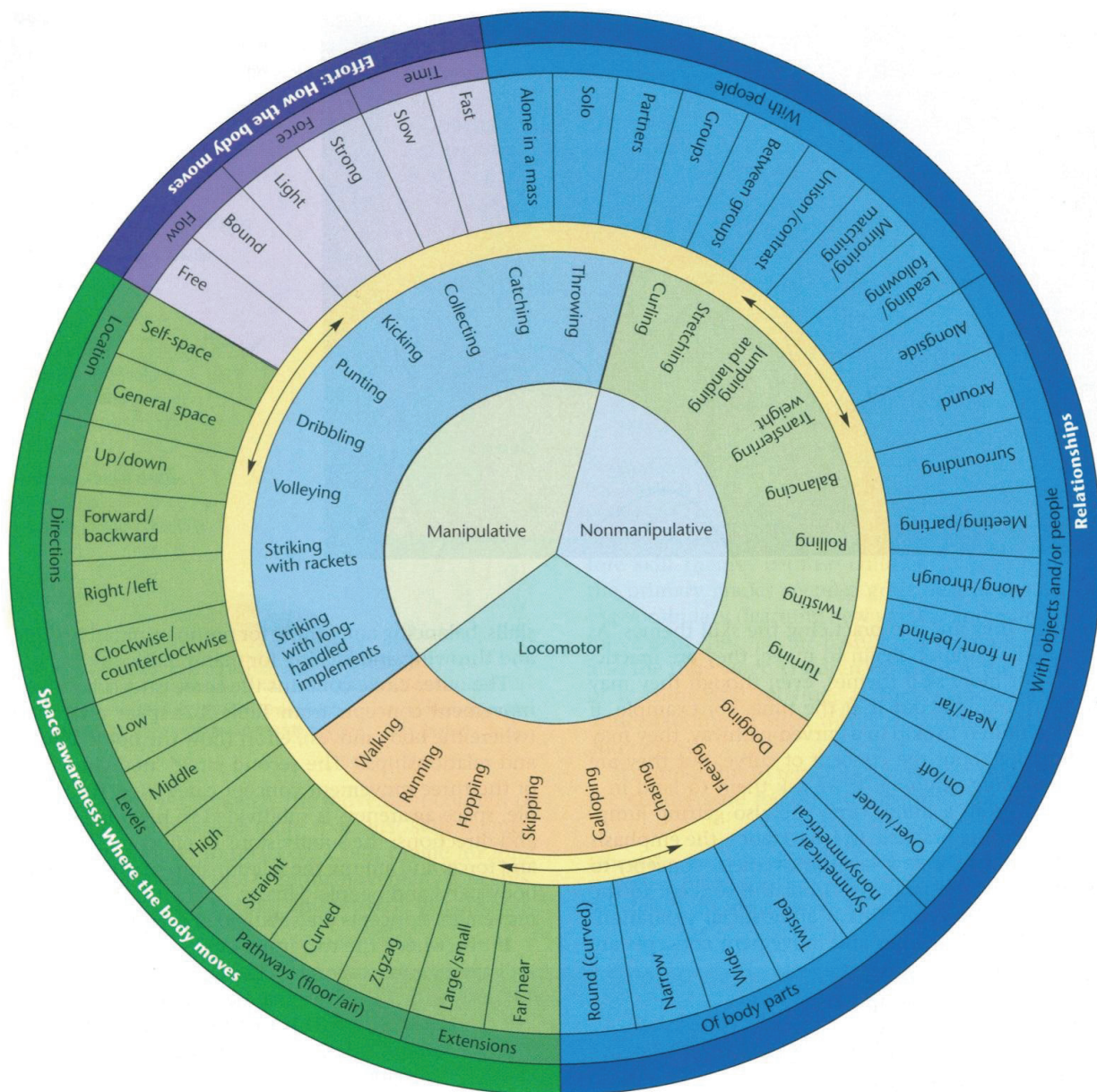
Winter Storm Warning: Severe winter conditions have begun in your area.

Winter Storm Watch: Severe winter conditions, like heavy snow and ice are possible within the next day or two.

Child Care Weather Watch, Iowa Department Public Health, Healthy Child Care Iowa, Produced through federal grant (MCJ19T029 & MCJ19KCC7) funds from the US Department of Health & Human Services, Health Resources & Services Administration, Maternal & Child Health Bureau. Wind-Chill and Heat Index information is from the National Weather Service.

Also refer to the National Weather Service Heat Index Chart (www.nws.noss.gov) and the Environment Rating Scales (ECERS-R and ITER) for information on weather considerations and guidelines.

Movement Analysis Framework - The Wheel



Graham, G., Holt/Hale, S.A., & Parker, M. (2013). Children moving: A reflective approach to teaching physical education. New York, NY: McGraw-Hill Companies, Inc. Reproduced with permission of The McGraw-Hill Companies.

Appendix F continued

Motor Skills and Movement Concepts

Fundamental Motor Skills (Skill Themes)

Locomotor	Nonlocomotor	Manipulative
Walking	Turning	Throwing/Tossing
Running	Twisting	Catching
Hopping	Rolling	Collecting
Skipping	Balancing	Kicking
Galloping	Transferring Weight	Punting
Chasing	Jumping and Landing	Dribbling
Fleeing	Stretching	Volleying
Dodging	Curling	Striking with rackets
Sliding	Swinging	Striking with long-handled implements
Climbing	Swaying	
Crawling	Muscle strength/support	
Creeping	Pushing	
	Pulling	

Movement Concepts

Body Awareness	Space Awareness	Effort awareness	Relationship Awareness
Body Parts	Locations	Time	of body parts
Body shapes	Self-space	Fast	Round (curved)
Body comfort	General space/shared space	Medium	Narrow
	Directions	Slow	Wide
	Up/down	Force (degrees of)	Twisted
	Forward/backward	Strong	Symmetrical/
	Right/left	Medium	nonsymmetrical
	Sideways	Light	With objects and/or people
	Clockwise/counterclockwise	Force (creating)	Over/under
	Levels	Starting	On/off
	Low	Sustained	Near/far
	Middle	Explosive	In front/behind
	High	Gradual	Along/through
	Pathways	Force (absorbing)	Meeting/parting
	Straight	Stopping	Surrounding
	Curved	Receiving	Around
	Zigzag	Stabilizing	Alongside
	Extensions	Flow	With people
	Large/small	Bound	Leading/following
	Far/near	Free	Mirroring/matching
		Dimension	Unison/contrast
		Single movements	Between groups
		Combinations	Groups
		Transitions	Partners
			Solo

Note: Combining the motor skills and movement concepts above can provide rich movement experiences for young children. Think of them as *movement sentences* with the motor skills being your *verbs* and the movement concepts being your *adverbs*. Many child-directed and adult-lead activities will involve many of these important motor skills and movement concepts.

Adapted from the Movement Analysis Framework (wheel) on the previous page and I Am learning curriculum (<http://choosykids.com/CK2-resources/eventhost/Day%202/Body%20Language/The%201%20am%20Moving%20Curriculum.pdf>)

Appendix G

North Carolina Child Care Rules Related to Physical Activity

Child Care Rule .0508 (b)(1)(2) specifically require that the schedule reflects a block of time for both active and quiet play and activities in indoor and outdoor areas.

Child Care Rule .0508 (b)(4) requires at least one hour of play outdoors daily.

Child Care Rule .0508 (c) requires at least thirty minutes of outdoor time for children under two.

Child Care Rule .0508 (d)(2) requires that the activity plan include a daily gross motor activity that may occur indoors or outdoors.

Child Care Rule .0509 (1)(2)(3)(4) requires materials and equipment to be maintained in both the indoor and outdoor play areas. It must be sufficient to provide a variety of play experiences that promote physical development and allow for vigorous play and large muscle development. This equipment may be teacher-made or home-made as long as it is safe and developmentally appropriate. The center shall provide space and time for vigorous indoor activity when children cannot play outdoors.

Child Care Rule .0511 (a)(b) requires that developmentally appropriate toys and activities are provided to children under two years of age to promote physical well-being. This includes storage of materials, sufficient quantity for access and choice, time for playing, and promotion of physical development by caregivers.

Section .0600 of the child care rules are the rules around safety and condition of the materials that are made available to the children in care. There are rules contained in this section around appropriate child-sized equipment, fall zones and surfacing. This section also covers storage of hazardous materials and maintenance of the equipment. Child Care Rule .0605 specifically covers the condition of the outdoor learning environment. This rule governs the specific fall zone requirements and the surfacing therein. The requirements around monthly playground inspections is also covered within this rule.

Child Care Rule .0714 (f) is the rule regarding supervision. This rule requires staff to provide adequate supervision. Adequate supervision shall mean that staff shall interact with the children while moving about the indoor and outdoor areas. In an outdoor environment, the interpretation would be that staff are engage in what the children are doing.

Section .1400 of the child care rules are the rules around indoor and outdoor space requirements. This includes areas focusing on playground and outdoor play area space, shade, supervision and aquatic activities.

Child Care Rule .2508 (c)(d)(e) requires that child care facilities provide age appropriate activities to school-age children including games or manipulatives, health education or wellness activities, sand and water play, and structured or unstructured physical activities. Also included in this rule is developmentally appropriate equipment and criteria for providing screen time.

Appendix H

Environment Rating Scales Related to Physical Activity

Scale-related information regarding active play, movement, and outdoors:

The following information highlights items on the Environment Rating Scales having indicators that relate to active play/movement and related considerations including characteristics or affordances of the gross motor space, presence of safety hazards, quality of supervision provided, facilitation of gross motor play, presence and types of gross motor equipment and other materials, and the frequency/length of outdoor play, weather permitting:

The **Early Childhood Environment Rating Scale, Revised (ECERS-R)** assesses child care environments for children ages 2 ½ through 5 years.

Item 7 Space of gross motor play	<ul style="list-style-type: none"> • Characteristics/affordances of the gross motor space(s) • Presence of safety hazards
Item 8 Gross motor equipment	<ul style="list-style-type: none"> • Appropriateness of equipment • Variety and types of gross motor equipment • Minimum daily time requirement of 1 hour
Item 14 Safety practices	<ul style="list-style-type: none"> • Presence of safety hazards • Action on part of staff to prevent hazards
Item 21 Music/movement	<ul style="list-style-type: none"> • Movement/dance provided at least weekly • Access to music materials/dance props provided daily
Item 24 Dramatic play	<ul style="list-style-type: none"> • Props outside for more active dramatic play
Item 29 Supervision of gross motor activities	<ul style="list-style-type: none"> • Addresses quality of supervision provided • Facilitation of gross motor play
Item 34 Schedule	<ul style="list-style-type: none"> • Requires daily opportunities for both active and quiet play • Requires gross motor play and a minimum of 1 hour of outdoor time daily, weather permitting
Item 35 Free play	<ul style="list-style-type: none"> • Free play outside weather permitting

The **Infant Toddler Environment Rating Scale, Revised (ITERS-R)** assesses child care environments for children from birth through 2 ½ years of age.

Item 11 Safety practices	<ul style="list-style-type: none"> • Presence of safety hazards • Action on part of staff to prevent hazards
Item 16 Active physical play	<ul style="list-style-type: none"> • Characteristics/affordances of the gross motor space(s) • Presence of safety hazards
Item 20 Dramatic play	<ul style="list-style-type: none"> • Props outside or other large areas for more active dramatic play
Item 21 Music and movement	<ul style="list-style-type: none"> • Facilitation of music/movement activities daily • Staff encourage children to dance, clap, sing, etc.
Item 22 Nature/science	<ul style="list-style-type: none"> • Outdoor experiences with nature at least twice a week
Item 25 Supervision of play and learning	<ul style="list-style-type: none"> • Addresses quality of supervision provided both indoors and outdoors
Item 29 Schedule	<ul style="list-style-type: none"> • Requires gross motor play and a minimum of 1 hour of outdoor time daily, weather permitting
Item 30 Free play	<ul style="list-style-type: none"> • Free play outside weather permitting

Appendix H continued

Environment Rating Scales Related to Physical Activity

The **School Age Care Environment Rating Scale (SACERS)** assesses supplementary (before/after school, summer programs) care provided for children from 5 through 12 years of age.

Item 2 Space for gross motor activities	<ul style="list-style-type: none"> Quality of indoor and outdoor spaces used for gross motor play
Item 8 Furnishing for gross motor activities	<ul style="list-style-type: none"> Appropriateness of equipment Variety and types of gross motor equipment
Item 9 Access to host facilities	<ul style="list-style-type: none"> Program has use of areas like a gymnasium, playground, tennis court/ball field, etc.
Item 15 Safety practices	<ul style="list-style-type: none"> Presence of safety hazards Action on part of staff to prevent hazards
Item 21 Music and movement	<ul style="list-style-type: none"> Variety of music materials/dance props accessible daily Opportunities for children to have music or movement instruction
Item 31 Staff supervision of children	<ul style="list-style-type: none"> Addresses quality of supervision provided both indoors and outdoors Staff coach team sports
Item 37 Schedule	<ul style="list-style-type: none"> Requires gross motor play daily, weather permitting
Item 40 Use of community resources	<ul style="list-style-type: none"> Opportunities to use recreational resources within the community

The **Family Child Care Environment Rating Scale, Revised (FCCERS-R)** assesses the care provided in a residence/home setting for small groups of children from birth through 12 years of age. These items have indicators that relate to active play.

Item 2 Safety practices	<ul style="list-style-type: none"> Presence of safety hazards Action on part of providers to prevent hazards
Item 18 Music and movement	<ul style="list-style-type: none"> Providers to encourage children to dance, clap, sing, etc.
Item 20 Dramatic play	<ul style="list-style-type: none"> Props outside or other large areas for more active dramatic play
Item 22 Nature/science	<ul style="list-style-type: none"> Outdoor experiences with nature at least twice a week
Item 26 Active physical play	<ul style="list-style-type: none"> Characteristics/affordances of the gross motor space(s) Presence of safety hazards
Item 21 Supervision of play and learning	<ul style="list-style-type: none"> Addresses quality of supervision provided both indoors and outdoors
Item 31 Schedule	<ul style="list-style-type: none"> Requires gross motor play and a minimum of 1 hour of outdoor time daily, weather permitting
Item 32 Free play	<ul style="list-style-type: none"> Free play outside weather permitting

For more information and additional resources:

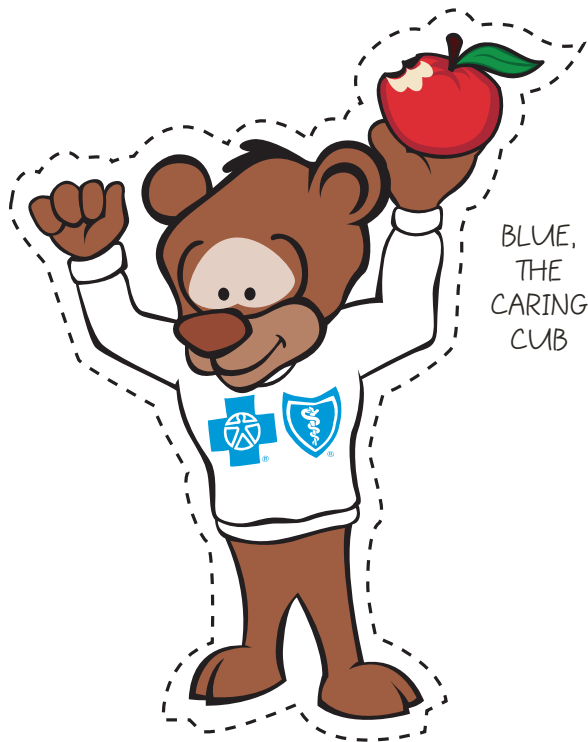
While preparing for the assessment process, review information and materials found on the website www.ncrlap.org such as the NC Additional Notes and NCRLAP's Requirements for Gross Motor Space and Equipment. Several training resources related to children's active play and gross motor spaces are also found at this website.

See Appendix J for environment rating scales references.

Appendix I

Be Active Kids Characters

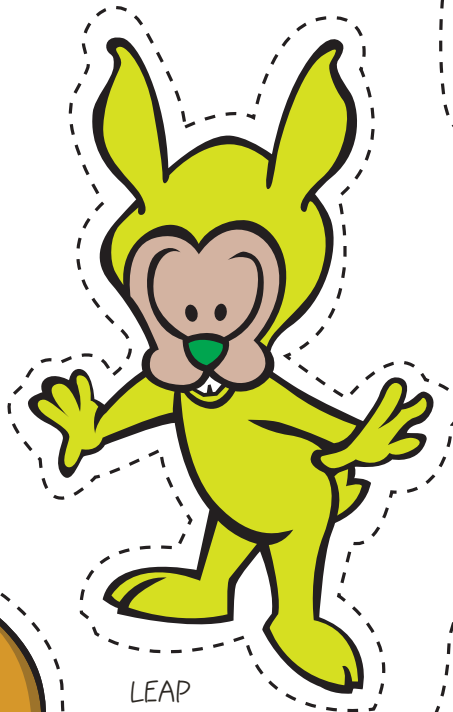
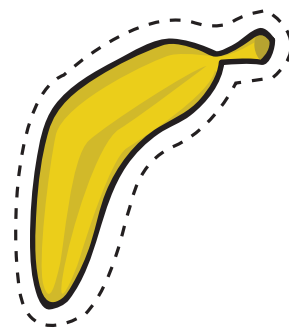
BE ACTIVE KIDS®



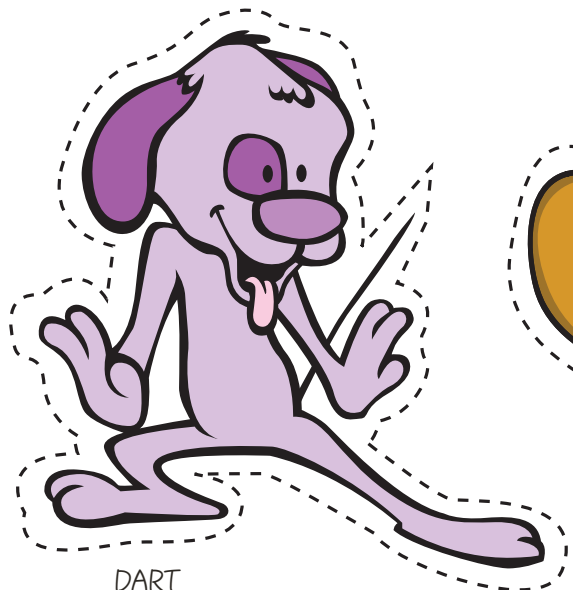
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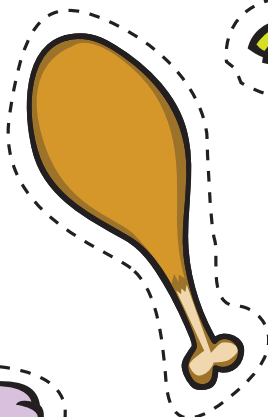
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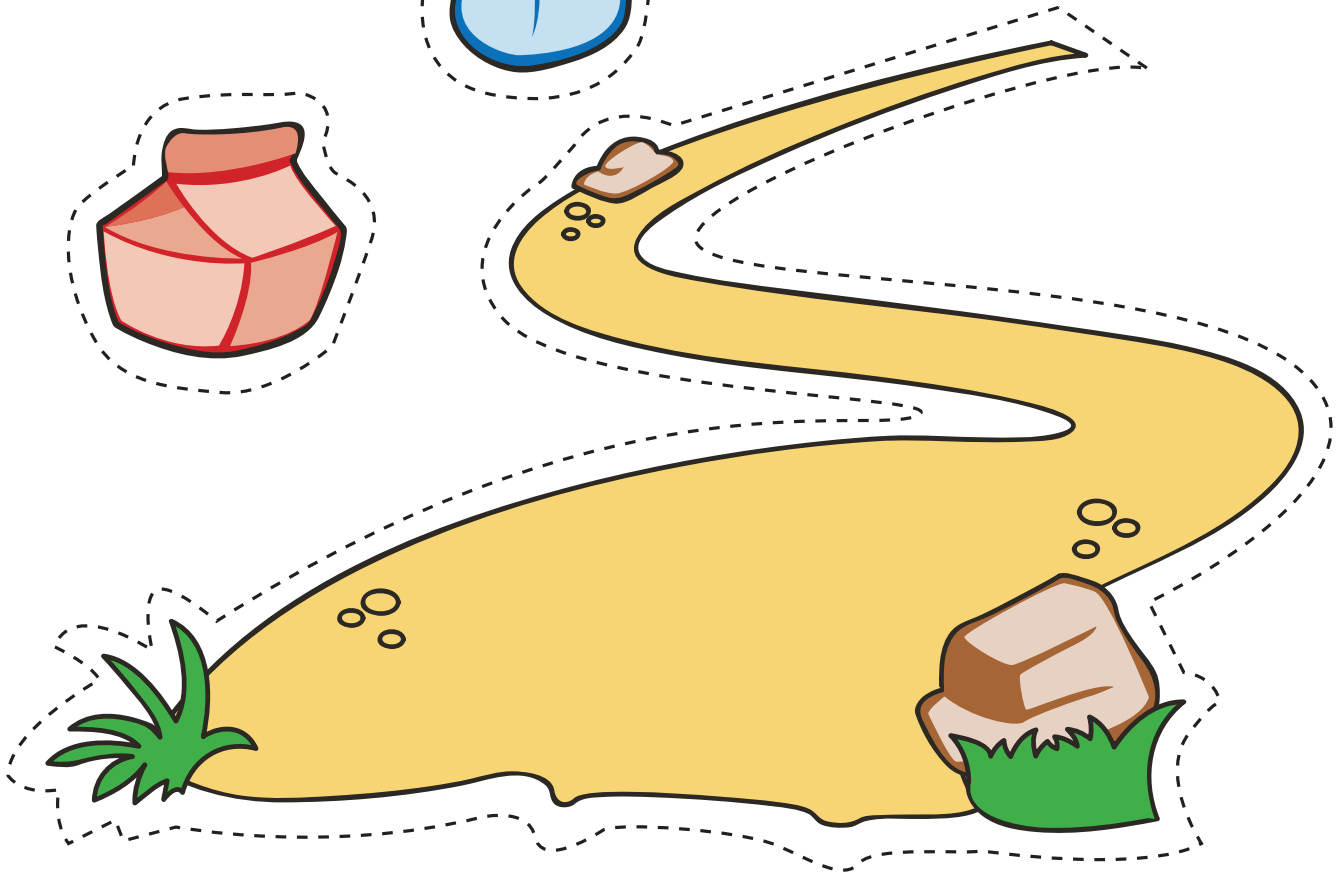
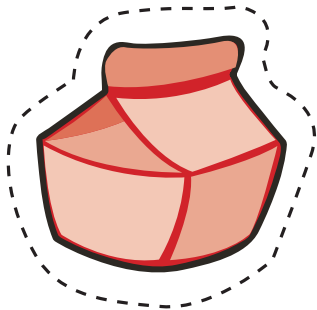
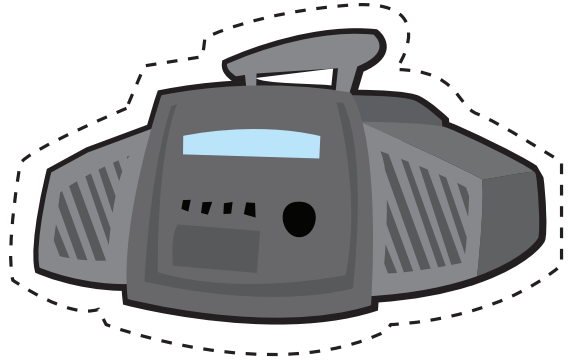
LEAP



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Resources

BE ACTIVE KIDS®

www.beactivekids.org

THE NATURAL LEARNING INITIATIVE

<http://www.naturalearning.org/>

THE NATIONAL CENTER ON HEALTH, PHYSICAL ACTIVITY AND DISABILITY

www.ncpad.org

PE CENTRAL ADAPTED PHYSICAL EDUCATION PAGE

www.pecentral.org/adapted/adaptedmenu.html

NORTH CAROLINA RATED LICENSE ASSESSMENT PROJECT (NCLRAP)

www.ncrlap.org

NUTRITION AND PHYSICAL ACTIVITY SELF-ASSESSMENT FOR CHILD CARE (NAP SACC)

www.gonapsacc.org

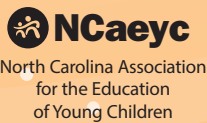


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