

A Hop, Skip and a Jump: Enhancing Physical Literacy Tool Kit



Prototype Resource Developed by:
Lynsey Anderson
and students of ELCC 1285

Introduction:

> *It has been widely assumed that preschoolers take care of their own physical activity needs, just as they did a generation ago when parents routinely sent their children outside to play, often for long periods of time. Researchers and health authorities are now beginning to recognize that although preschoolers seem to move around a lot, they are not actually sufficiently active for their health and well being (Doucet, 2007).*

This tool kit is a collection of activities developed by students in the Early Learning & Child Care 1285 course at Mount Royal College. This tool kit is intended to enhance the physical literacy development of preschool children by providing child care centers in the Calgary area with feasible, structured physical activities, paying special attention to the space and equipment to which most centers have ready access. The objective is to offer activities that are straightforward, inexpensive, and easy to implement in any setting and focus on the development of basic gross motor skills important in child development.

Although the activities are the work of the Early Learning and Child Care students, it is important to note that some ideas may have been adapted from resource books referenced at the end of this book. Many of the resources listed at the end have inspired the collection of activities and will inspire a set of workshops that will accompany the tool kit.

How to use this toolkit:

This tool kit is designed with the intention that caregiver will be able to easily choose an activity that is specific to their particular situation. The activities are organized alphabetically, but the table of contents allows caregivers to locate activities with specific qualifications, such as age group and the type of space and equipment required. A separate graph assists caregivers in identifying which activities develop one or more of the 10 basic skills. For example, if I were looking for an activity that focused on hopping I would look at page number 3, to locate all activities that engaged the children in hopping. I could then look up those activities on page number 2 to see what kind of space and equipment each of those activities required.

Each activity contains a warm up and cool down exercise, that has been suggested in order to get the children interested in the activity and the refocused at the end of the activity. Each activity also contains three sections, the first being tips, that have been submitted by students who have actually tried the activities in their practicum settings. The second being adaptations, that will assist in making the activity suitable for different ability levels and the third section, being extensions which offers ideas beyond the activity.

The last feature that this tool kit contains is an extensive annotated resource list. Many of the ideas were inspired from these resources, and will offer caregivers many more ideas that will suit their individual needs. Please utilize these websites and activity books to aide in providing structured physical activity to the children in your care.

Acknowledgments:

This book of activities was made possible by The Integrative Health Institute, the Department of Child & Youth Studies and the Early Learning & Child Care students at Mount Royal College. External funding was gratefully received from Canadian Sport for Life (Alberta Sport, Recreation, and Wilderness Foundation), Health Quality Council of Alberta, and Alberta Association of Community Colleges and Technical Institutes.

Activity Name	Age	Space/Setting	Required Equipment	Pg.
Alphabet Hop	3+	Small indoor space	Music player, cue cards	7
Animal Junction!	3+	Large open space	None	8
As I was Walking Down the Street	3+	Large open space	None	9
Baa Baa Black Sheep Bags of Fun	3+	Large open space	Pillow cases, pylons (markers)	11
Bear Hunt	2+	Outdoor open space	Camping equipment, see activity for suggestions	12
Bunny Chase	5+	Large outdoor open space	None	14
Bunny Trail	3+	Small space	Hula hoops, masking tape, bean bags	15
Cat and Mouse	4+	Large open space	None	16
Chain Reaction	5+	Large open space	Music player and music of your choice	17
Copy Cat	4+	Small space	None	18
Crossing the River	3+	Small space	Tape/chalk, music	19
Crossover Movement	3+	Small space	Ribbon, tape, straws, music	20
Daring Dancers	4+	Small space	Music player	21
Egg Maze	4+	Small padded space	Blocks or masking tape, eggs or newspaper, spoons	22
Emotional Walk	3+	Large open space	None	23
Find the Leader	4+	Small space	None	24
Four Walls, a floor and a Ceiling	4+	Large open space	None	25
Fruit Salad	3+	Large open space	None	26
Indy 500	4+	Large open space	Optional: Cue cards	28
Itsy Bitsy May I?	4+	Large open space	Tape or rope	29
Jack and Jill Water Fun!	3+	Large outdoor open space	2 small buckets, 4 larger pails (2 filled with water)	31
Jokers Tag	5+	Large open space	None	32
Loose at the Zoo	5+	Large outdoor open space	2 long ropes or markers	33
Magic Soup	3+	Large open space	None	34
Meet in the Middle	4+	Large open space	None	36
Mirror Madness	4+	small space	None	38
Mother May I?	4+	Large open space	None	39
Musical Bump	4+	Small space	Tape, music player	40
Musical Hoops	3+	Large open space	Hula hoops	41
Octopus	4+	Large open space	Masking tape or chalk	42
Pass the Ball	4+	Small space	Ball	43
People to People	5+	Large open space	None	44
Pinball	5+	Large open space	A medium sized soft ball	45
Planes, Trains, and Automobiles	3+	Large open space	Photos of automobiles	46
Race the Bunny	3+	Small space	Two balls (one small and one large)	47
Rainbow Game	3+	Large open space	Drawing of a boat and a rainbow	48
Ready, Aim, Throw!	3+	Large outdoor space	Balls, blocks, tape	49
Rectangle Rush	5+	Grassy area	None	50
Row Row Row Your Boat	3+	Large open space	Masking tape, plastic shovels or wooden spoons for oars	51
Shape Dancing	3+	Small space	Paper, music player	52
Shark Attack	4+	Large open space	None	53
Shark Water	3+	Small space	Bean bags, bucket, balance beam, blanket, beach toys	55
Snakes in the Grass	4+	Large open space	Tape or rope to mark off an area.	56
Snow Angel Tag	3+	Outdoors with snow	None	57
Sports Club	4+	Large open space	None	58
Stampede!	4+	Large outdoor open space	None	59
Suitcase Relay	5+	Small space	Various items of clothing and a suitcase or bag.	60
Teddy Bear, Teddy Bear	2+	Small space	Optional: Teddy bear	61
Traffic Police Officer: Stop and Go	4+	Large open space	Tape or rope	63
Walking Walking	2+	Small space	None	65
Where are you Miss_____?	3+	Large open space	None	66
Where's North	5+	Large open space	North, South, East & West signs	67

Activity & Physical Literacy	Crawling	Running	Jumping	Hopping	Skipping	Throwing	Catching	Kicking	Stretching	Balancing
Alphabet Hop				X						
Animal Junction			X	X						
As I was Walking Down the Street					X					
Baa Baa Black Sheep			X	X						
Bear Hunt	X	X	X							X
Bunny Chase			X	X						
Bunny Trail			X	X		X				
Cat and Mouse		X		X	X					
Chain Reaction			X	X						
Copy Cat		X	X		X			X		
Crossing the River										X
Crossover Movement										X
Daring Dancers										X
Egg Maze				X	X					X
Emotional Walk					X				X	
Find the Leader			X	X	X					
Four Walls, a floor and a Ceiling		X		X	X					
Fruit Salad		X	X	X						
Indy 500		X	X	X						X
Itsy Bitsy May I?		X	X	X						
Jack and Jill Water Fun										X
Joker's Tag		X	X	X	X		X	X		
Loose at the Zoo		X								
Magic Soup			X	X		X				
Meet in the Middle		X			X					
Mirror Madness									X	
Mother May I?			X	X	X					
Musical Bump		X			X					
Musical Hoops		X								X
Octopus		X	X							X
Pass the Ball People to People						X	X			X
Pinball						X	X		X	
Planes, Trains, and Automobiles	X	X	X							
Race the Bunny						X	X			
Rainbow Game		X		X						
Ready, Aim, Throw						X				
Rectangle Rush		X	X	X	X					
Row Row Row Your Boat										X
Shape Dancing									X	X
Shark Attack		X								
Shark Water						X				X
Snakes in the Grass		X		X						
Snow Angel Tag		X							X	
Sports Club		X				X		X		
Stampede		X								
Stuck in the Mud	X	X								
Suitcase Relay		X								
Teddy Bear, Teddy Bear			X							X
Traffic Police Officer		X	X	X						
Walking Walking		X		X						
Where are you Miss____?		X	X	X						
Where's North			X	X	X					

Activity Name: Alphabet Hop

Age Group: 3+ years

Basic Skill: Hopping

Space/Setting: Small indoor space

Equipment: Music player, alphabet cue cards

Activity Instructions:

Set up:

1. Using construction paper, create a card for each letter of the alphabet.
2. The children can help to create or color the cards for the game. Tape the letters down on the floor in a circle, large enough for all the children to hop from letter to letter, without hitting any other children or objects around them.

Warm up:

1. Sing the alphabet song with the children to get them oriented with the letters.
2. Do a walkthrough of the game with the children to be sure they understand the rules.

Activity:

1. Have each child stand on a letter that is taped to the floor.
2. It could be the first letter of their name or a letter of their choosing.
3. When everyone is on a letter, music is turned on and the children begin hopping from one letter to the next.
4. When the music stops, all the children must stop and remain on the card that they are standing on.
5. The teacher selects a child and asks him/her to name the letter he/she is standing on, what sound that letter makes, or a word that starts with that letter.
6. The music is then turned back on and the game continues until everyone has been called upon to talk about his/her letter

Cool down:

1. Have the children walk around the letters one last time, singing the letters out as they do.
2. Sit down in a circle and sing other circle time songs.

Tips:

1. If there are a lot of children, choose a few children to talk about their letter each time.

Adaptations:

1. If the children are too young to hop, have them run or walk. If the hopping is too easy for older children, have them use a different skill, such as leaping or skipping.
2. Change the required information that the child must give about the card they are standing on, such as, to announce a word beginning with the letter for older children, or the color of the letter for much younger children.

Extension Ideas:

1. Have the children help to design and decorate the letters for craft time, before playing the game.
2. Replace the alphabet cards with other cards, such as animal cards, to match room themes. The child then calls out the animal when they land on it and makes the noise the animal would make, or acts like the animal.

Activity Developed/Adapted by: Tiffany Dibble, ECCC 1285 Student

Activity Name: Animal Junction

Age Group: 3+ years

Basic Skills: Jumping, hopping

Space/Setting: Large open space

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Designate a start line and a finish line.
2. Have an adult stand at both ends.
3. Have the children line up side-by-side at the start line.

Warm up:

1. Gather the children together and talk about different types of animals.
2. Talk about how these animals travel.
3. Ask questions such as: "Does a snake have legs? No? Then how does it move around?"
4. Invite the children to demonstrate a couple of the movements.

Activity:

1. Tell the children that you will call out or hold up a picture of an animal.
2. They must travel to the other adult the way the animal might travel. (A frog hops, a snake slithers etc.)
3. The adult at the other end must guess what animal they are imitating.
4. Then they give the children another animal for the return trip.
5. Upon returning back to the start line, the first adult must guess what animal the children were imitating.
6. Repeat this as many times as you see fit.

Cool down:

1. On the last run, invite the children to be any animal they wish, but tell them that this animal is very tired and is looking for its bed.
2. Ask the children: "How would their animal move if it was very tired?"
3. Tell the children that when they get to the other side to find a bed for their animal and pretend to sleep. (The other adult should be prepared for this and ready to help the children "find their beds."

Tips:

1. If the children are having trouble thinking of how an animal would move, join in and model animal actions.

Extension Ideas:

1. Add a hill or an obstacle that the 'animals' must navigate through.
2. Read books about animals and where they sleep.

Activity Developed/Adapted by: Kristen Andersen, ECCC 1285 Student

Activity Name: As I was Walking Down the Street

Age Group: 3+ years

Basic Skill: Skipping

Space/Setting: Large open space (a gym)

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Have the children form a circle in the middle of the gym.

Warm up:

1. Have them skip to the middle because this activity involves skipping.

Activity:

1. If this is the first time you are doing this activity, start by singing the song to them and then show them the actions. It's best if you are the first person to go so the children have an idea of what is supposed to happen.
2. Explain to them as you do the activity in order for them to have a better understanding.
3. Choose one child to go first.
4. Start singing the song. (See below)
5. The child who is going first will walk around the outside of the circle during the part of the song that goes "as I was walking down the street, down the street, down the street. As I was walking down the street a friend I shall meet."
6. Once the song has reached "a friend I shall meet," the child walking around the circle stops as soon as they hear the word meet.
7. The child that he/she stops behind will then become the partner of the child walking around the circle.
8. That child will stand up and the two of them join hands and go back to the outside of the circle.
9. Then the next part of the song starts. "A riggidy jig and away we go, away we go, away we go. A riggidy jig and away we go Hi Ho Hi Ho Hi Ho." As soon as the song begins again, the two children holding hands skip around the circle for the rest of the song.
10. At the part Hi Ho Hi Ho Hi Ho, the children who are sitting can clap their hands to the beat or on their lap.
11. Now it is the person who the first child stopped at to have a turn walking around the circle. The song is repeated. This is continued until everyone in the circle has had a turn.
12. Make sure that everyone has gotten their turn walking and skipping around the circle. In order for the last child to receive their full turn, one child will end up having to go twice. You, the adult, could also be this child's partner so that there is no conflict between the children if one child gets to go twice when the others do not.

The song:

As I was walking down the street, down the street, down the street
As I was walking down the street a friend I shall meet.
A riggidy jig and away we go, away we go, away we go
A riggidy jig and away we go Hi Ho Hi Ho Hi Ho

Wrap Up:

1. Have the children skip to their next task.

Tips:

1. Try and get the children really involved in the singing portion of this activity. The ones in the circle can clap their hands or slap their lap to the beat of the song. Or make up actions to accompany the song, so the children sitting have something to do.

2. Encourage the children to choose the opposite sex for their partner. Children tend to speed up or slow down to the song to make sure they land on a child of the same sex.

Adaptations:

1. For some children it may be difficult for them to skip. If this is the case, have them gallop or walk sideways.
2. If it is taking too long to have everyone get a turn, have two children up at the same time walking around the circle.

Extension Ideas:

1. Instead of the child 'walking down the street', they could be swimming down the street, or running down the street for instance.
2. During circle time you can practice the song with the children. Instead of walking around the circle, the children can remain seated for that part and stomp their feet on the ground. Then for the part where it sings "A riggidy jig and away we go, away we go, away we go a riggidy jig and away we go Hi Ho Hi Ho Hi Ho" have the children turn to the person sitting next to them (either on their right or left) join hands and shake/twist them back and forth. This allows the children to learn the song better and also let them experience this activity in a new way if you have a smaller area to work with.

Activity Developed/Adapted by: Kalina Wenzel, ECCC 1285 Student

Activity Name: Baa Baa Black Sheep Bags of Fun

Age Group: 3+ years

Basic Skills: Jumping, hopping

Space/Setting: Large open space (Outdoor field, gym)

Equipment: 2 Pillow cases, pylons (markers)

Activity Instructions:

Set-up:

1. Set-up two pillow cases alongside each other.
2. Mark out the finishing point of the race with pylons at the opposite end of the space.

Warm-up:

1. Recite the Baa Baa Black Sheep nursery rhyme with the children.
2. Do warm-up stretches in 3's (Black Sheep had 3 bags full).
3. Pretend to carry a sack full of wool and stretch to the right left, up, down. How heavy is the bag? How would we carry these bags? Discuss this with the children.
4. Do breathing exercises.

Activity:

1. Have the children line up behind one another in two lines.
2. The goal is to deliver bags of wool to the finish line.
3. Have the children start at one end as they hop in a pillowcase to the finish line. Role modeling maybe necessary to help the children understand the activity.

Cool Down:

1. Ask the children how Black Sheep is feeling after delivering all the bags of wool?
2. Discuss where wool comes from and what it is used for while doing stretches like a sheep.
3. At the end take 3 deep breaths in and out. Finish with the nursery rhyme "Baa Baa Black Sheep."

Tips:

1. Start by introducing a toy sheep to the group. Have everyone observe the sheep which has fur or wool. Pass the sheep around so everyone has a chance to touch the sheep. Maybe have a discussion about how you get wool from a sheep and talk about the process of sheering.

Adaptations:

1. Younger children may not have the ability to hold the pillowcase as they jump to the finish, let them go through the course just by hopping with no pillow case.
2. Older children may need more challenge, place a few obstacles to increase interest in this activity.

Extension Ideas:

1. Art project: make sheep from various materials (cotton balls, wool, googely eyes)
2. Snack time: provide the children wheat snacks and alfalfa sprouts, things similar to what a sheep might eat.

Activity Developed/Adapted by: Elaine Carle, ECCC 1285 Student

Activity Name: Bear Hunt

Age Group: 2+ years

Basic Skills: Crawling, running, jumping, balancing

Space/Setting: Outdoor open space. Preferably an outdoor space with some elements of nature (trees etc.) Could also be done in a classroom or area where the props can be left up for a period of time to allow children to do further exploration.

Equipment: (some or all of the following props)
-Tent or blankets to make a tent
- Boat/dingy or chairs set up like a boat or an empty plastic pool that you could pretend was a boat.
- Camping chairs or regular chairs.
- Wood for a pretend fire pit or a picture of a fire
- Cooler
- Fishing rods
-Flashlights
- Picture of a Bear or stuffed bear.
- Anything that you might find camping. Use your imagination you don't need the real thing.

Activity Instructions:

Set up:

1. Develop a camping scene. Use your imagination.
2. What do you or would you bring with you camping.
3. Think of things you could go in or under, over or around or through. Place a bear at the end point.

Warm up:

1. Get children to gather around the camp fire or in the tent and discuss camping stories if any child has been camping etc.
2. Get children to repeat simple sentences after you to practice if they are old enough to understand this concept.
3. Get them excited for the upcoming adventure and tell them they are going to go on a bear hunt!

Activity:

1. Get them to stand up and begin the song. You say the first sentence and they repeat. (see end of activity for the complete song lyrics)
2. Use the props to go in, under, over, around and through. Leading them through an adventure where they have to perfect certain skills.

Wrap up:

1. At the end when you have found the bear gather around the campfire and sing campfire songs.

Bear Hunt "repeat after me" song
(children repeat each line)
Goin on a bear hunt (repeat)
We're gonna catch a big one! (repeat)
But I'm not afraid (repeat)
Are you? (repeat)
Not me! (repeat)
What do I see? (repeat)
Oh look! It's ___(repeat. *Put in the object, i.e. Crawl through tall grass, in a tent, swim through water etc*)

Can't go over it (repeat)
Can't go under it (repeat)
Can't go around it (repeat)
Got to go through it (repeat... Make motions with arms like you are clearing a way thru, over, under or around object.)

Tips:

1. Things to say to get the children interested an involved in the activity: “Who has been camping before?” “What is your favorite part?” “We are going to go on a bear hunt!” “Is any one afraid?”
2. Try adding new props to practice different skills. Balancing over a “log” that’s across a river. Or climbing a “tree” that is a part of you outdoor climber. Get creative and use your imagination.

Adaptations:

1. If you are having difficulties getting the children to repeat after you have another adult say the repetition. Children will begin to catch on.
2. If setting up an obstacle course is not possible try using as many actions as you can. Be sure to bring imagination in to it and make it fun!

Extension Ideas:

1. If the activity is successful and the children seem interested try leaving props out and assessable for children to explore further during free time.
2. Get children to paint a picture of a fire pit or to colour in the outline of a bear to put at the end of the adventure.
3. Allow children to try marshmallows or smores.

Activity Developed/Adapted by: Lynsey Anderson, ECCC 1285 Student

Activity Name: Bunny Chase

Age Group: 5+ years

Basic Skills: Balancing, jumping, hopping

Space/Setting: Large outdoor open space

Equipment: Optional: bunny ears!

Activity Instructions:

Set up:

1. Tape off a small area within the larger area, for example a circle within the play space. This small space is going to represent the capturer's yard.

Warm Up:

1. Get the children to do the bunny hop dance.
2. To do this play the "bunny hop" song and form a chain much like follow the leader and model the actions of the bunny hop. If too difficult try facing the children and doing it on the spot until they get the hang of it.

Actions:

Place right foot out to side, bring it back, 1-2
Place right foot out to the side again, bring it back. 3-4
Place left foot out to the side, bring it back, 5-6
Place left foot out to the side again, bring it back 7-8
One jump forward lightly and pause. 1-2
One jump backward lightly and pause. 3-4
Jump forward 3 times, then pause. 5-8
Continue repeating this pattern.

Activity:

1. One child is chosen or volunteers to be the capturer. They are to stand in their "yard" with their eyes closed or blind folded.
2. The rest of the children are bunnies and are to hop around the open area including in and out of the capture's "yard".
3. It is the capturer's job to listen to the bunnies hopping, when they think there are bunnies in their "yard" they yell "BUNNY TRAP!" The children who are in the capturer's yard have to leave the yard before the capturer gets to them.
4. If they are touched before leaving the circle they become the next capture or if no one is touched the last ones to leave the yard becomes the new capturer.

Wrap up:

1. When the game is over have all the children become bunnies and walk them through a story in which they become sleepy and hop back to their bunny holes to curl up in bed for a nap. Have them find a spot on the floor to take a much needed bunny rest.

Extensions:

1. Eat carrots for snack.
2. Make bunnies out of cardboard paper, googley eyes, and felt.
3. Read Peter Cotton Tail.
4. Sing songs "Little Bunny Foo Foo"

Activity Developed/Adapted by: Victoria Russell, ECCC 1285 Student

Activity Name: Bunny Trail

Age Group: 3+ years

Basic Skills: Hopping, jumping, throwing

Space/Setting: Open space

Equipment: Hula hoops, scotch tape, bean bags

Activity Instructions:

Set up:

1. Using tape set up a bunny trail (path way) in the area.
2. Along the trail, put out three hula hoops, space them out quite a bit depending on the room you have.
3. Put three bean bags at the starting position.

Warm up:

1. Do simple stretches reach up high, down low, to the sides, upper half of the body, lower half etc.

Activity:

1. First have the children throw the bean bags in to the hoops from the starting line.
2. Then have the child make his/her way through the trail by hopping the whole way through, picking up the bean bags as they pass them by.
3. Have them return the bean bags to the starting position so the next child can take his or her turn.

Cool down:

1. Have everyone lie down as an adult walks around and tells everyone to be quiet bunnies, and then ask the children to pretend to be sleeping bunnies.
2. After a few minutes everyone can get up slowly.

Tips:

1. To keep from having collisions or run-ins, split the children into two groups, have one or two go at a time. Make two different bunny trails, have one child start and the next one go once the first child is halfway.

Adaptations:

1. If hopping is too hard they can run or walk instead.
2. If it is too easy for some children, they can try to throw the beanbags while hopping.
3. If you don't have hula hoops, you can use containers, boxes etc. Anything can be substituted for the bean bags like balls.

Extension Ideas:

1. Read a story about a rabbit or bunny (Peter Cotton Tail), songs/finger plays.
2. Create your own bunny/rabbit.
3. Build an obstacle course for a bunny in the block area.

Activity Developed/Adapted by: Kulbir Kainth, ECCC 1285 Student

Activity Name: Cat and Mouse

Age Group: 4+ years

Basic Skill: Running, hopping, skipping, jumping

Space/Setting: A large open space that will allow the children to run, hop, and skip around the room freely, ideally in a gym

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Talk about animals with the children, and what they eat. Discuss how Cat's LOVE to catch and eat mice. The more enthusiastic you are, the more excited the children will be.

Activity:

1. Divide the group of children into two groups. One group are cats and one group are mice.
2. Allow the children to run around the room or gym freely, and then pick an action (hop, skip, jump, run, crawl, etc.).
3. Call out "Cat catch mice"
4. All of the cats try and catch the mice.
5. When the mice get caught they turn into the cats.
6. Repeat steps 3 through 5, you can change the action as well.

Cool Down:

1. Have the children lie down on the ground and feel their heart. "Is it going fast or slow? How would a cat slow it down?"
2. Do a breathing exercise with the children to calm their heart and their body, stretch like a cat.

Tips:

1. The more enthusiastic you are as a caregiver, the more the children like to get involved.
2. As a caregiver or teacher, GET involved! Play the game with the children, it is fun AND a good work out!

Extension Ideas:

1. The children can draw pictures of their favorite animals.
2. Have some books of different animals available to the children to use as a prompt for artwork.

Activity Developed/Adapted by: Candace Klyne, ECCC 1285 Student

Activity Name: Chain Reaction

Age Group: 5+ years

Basic Skills: Hopping, clapping, snapping fingers, spinning, twirling, jumping, balancing

Space/Setting: Large indoor open space, enough space for children to move around freely

Equipment: Music player and any choice of music

Activity Instructions:

Set up:

1. Have children stand in a circle.
2. Choose one child to be "it" and have he or she leave the room while you explain the rules to the other children.
3. Choose one child to be the "dance teacher"

Warm up:

1. Play a game of follow the leader, with you being the leader, have the children copy your actions.

Activity:

1. Start the music so the dance teacher can begin a dance move that the other children must imitate.
2. The children should as quick as they can begin to imitate the dance teacher's movements.
3. The child who is "it" returns to the room and tries to guess the child who is leading the dance (dance teacher).
4. As the child who is "it" is trying to figure out who is the dance teacher, the dance teacher keeps changing the dance steps little by little throughout the song, so it isn't obvious who's leading.
5. The other children imitate the dance teacher trying not to give it away to the child who is "it."
6. The child who is "it" guesses who they think the dance teacher is and then chooses another child to be "it" next.

Cool Down:

1. Have the children play follow the leader with you again while you slow the tempo and have them imitate stretches.

Tips:

1. If children have a difficult time understanding the game, get involved and model the activity, try being the dance teacher for the first few rounds until the children understand the concept.
2. Remind the dance teachers to change their movements often and not to keep one movement going for too long, but dance teachers shouldn't change the movements too fast or too often because the group may get confused.

Adaptations:

1. If the game is too easy for a particular age group, have the children stand in a circle so it will be more difficult for the child who is "it" to guess who the dance teacher is.
2. Have the children pretend to be statues, with the leader making a slight movement from time to time and the other children imitating the new pose.

Activity Developed/Adapted by: Angela Attwood, ECCC 1285 Student

Activity Name: Copy Cat

Age Group: 4+ years

Basic Skills: Kicking, stomping, jumping, galloping, running, skipping

Space/Setting: Small space

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Select one child to be the leader. For the first round, have an adult partner with the leader (to help suggest movements).
2. Have the other children form a line behind the leader.

Warm up:

1. Have them walk through the process while discussing the rules. Be sure to emphasize that the point of this game is master each specific skill that the leader demonstrates.
2. Review and practice various loco motor movements (skip, leap, hop), changes of direction (forward, backward, sideways), levels (travel upright, bend down low), pathways (straight ahead, zigzag, curved, diagonal), and speeds (fast, slow).

Activity:

1. Have the leader perform a movement, while facing the line of children behind him or her.
2. The person in line directly behind the leader mimics the leader's action and turns around to show the person behind him or her.
3. The next person in line then shows the next person and so on down the line.
4. All children should continue to do the action until it gets to the end of the line.
5. When the last person in line has reproduced the action the leader then goes to the end of the line and the person at the front becomes the new leader.
6. The game is over when all of the children have had a chance to be the leader.

Cool down:

1. After the last round, have the adult take over as the leader.
2. First have the children shake their arms and legs. Then have them shake just their fingers and toes. Finally, the adult could get the children to bring their arms and legs together (forming a tight ball), then releasing stretching out their arms and legs as far as they can.

Tips:

1. If the children are performing the same actions over again, suggest and model new movements.

Adaptations:

1. For younger children you may want them to each perform one type of movement (when they are the leader) instead of a couple types of movements. Also have an adult perform the movement with the child (help guide the other children and assist the leader to come up with new actions).
2. For older children you may want to encourage them to perform more difficult movements i.e.: hoping on one foot backwards, galloping sideways.

Extension Ideas:

1. Try playing music during the activity. Stop the music to indicate when the children switch. This will help teach children about rhythm (as they move around).
2. Have the leader select an animal, having everyone copy the child's animal actions and sounds. i.e.: sliding, turning, twisting like a snake.

Activity Developed/Adapted by: Lynette Mathies, ECCC 1285 Student

Activity Name: Crossing the River

Age Group: 3+ years

Basic Skill: Balancing

Space/Setting: Small space in a classroom, gym or hallway

Equipment: Masking tape (coloured masking tape makes a fun change!), CD of nature sounds (preferably one with running water), music player

Activity Instructions:

Set up:

1. Draw several lines of different lengths and forms (straight, zig-zag, angled, squiggly) with masking tape onto the floor.
2. Place them in such a way that the children can move from one to the other easily, similar to an obstacle course.

Warm up:

1. Have a discussion about rivers and streams and invite the children to talk about their experiences with rivers and streams.
2. Get them to balance on one foot and do simple stretches with their arms. I.e. stand on your right foot and reach up to the sky with your left hand and switch.

Activity:

1. Invite the children to line up behind the first balancing line.
2. Tell the children that these are logs crossing rivers and streams.
3. Have the children walk along the lines, placing one foot in front of the other. (Remind the children that there can only be one child on a line at a time.)
4. If a child falls into the river, he/she can call for help to get back onto the log. (This is the only time two children are allowed on the same log.)
5. The children can return to the back of the line when they are done.

Cool down:

1. Invite the children to lie on the floor and listen to the nature sounds CD. Talk about the different sounds that you can hear.

Tips:

1. This activity is easily transferred outside. You can use chalk to trace the balancing lines or place string or rope on the grass to follow.

Adaptations:

1. By using tape or chalk, it is easy to widen the balancing line to make it easier for younger children or children who are still developing their sense of balance.
2. For older children, invite them to hop, tiptoe, or slide sideways along the line.

Extension Ideas:

1. Talk about the shapes being used as the balancing lines. Make a collage using shapes made of different colours and materials. (e.g. Make a shape using glue and string.)
2. Place a small stuffed toy somewhere along the balancing line and encourage the children to jump or take a big step over the item.
3. Invite the children to play 'follow the leader.' Encourage the children to invent new ways of staying on the log (e.g. walking on all fours.)

Activity Developed/Adapted by: Kristen Andersen, ECCC 1285 Student

Activity Name: Crossover Movement

Age Group: 3+ years

Basic Skills: Swinging, turning, stretching, bending

Space/Setting: Small space: Big enough for every child to have their own space

Equipment: Streamers-Ribbons (or even toilet paper), straws, tape or scarves and music

Activity Instructions:

Set up:

1. Get children to gather around tables and make their own streamers with tape, straws and ribbon, or you can use scarves.

Activity:

1. Let them know that they will follow your lead for a few minutes, and then everyone will have a turn being the leader.
2. As children take their place on the floor and extend their arms, put on some music and have them follow your lead.
3. Make circles in front of your body, make a figure eight and hold your streamer in your other hand and repeat.
4. The children will mirror these actions.
5. Let all the children have a turn to be the leader.

Cool Down:

1. At the end of the activity, put music with a softer tempo on and guide the children through slow moving actions.
2. Have them swinging their arms gently and breathe slowly.

Adaptations:

1. This could be an outside activity.

Extension Ideas:

1. Many different kind of music can be used throughout the activity to extend the music knowledge.
2. With older children, the skills can be upgraded such as jumping over the streamer or even having a longer streamer so the arm movements are bigger.

Activity Developed/Adapted by: Karine Brazeau, ECCC 1285 Student

Activity Name: Daring Dancers

Age Group: 4+ years

Basic Skill: Balancing

Space/Setting: Small space in the classroom

Equipment: Music player

Activity Instructions:

Set up:

1. Once most or all of the children have joined in the warm up, lay down pieces of paper.
2. Demonstrate the rules of the game to the children and indicated any other rules you feel are necessary for safety.
3. Begin the activity by playing a song that will excite the children

Warm up:

1. You can start by putting on some music.
2. Begin to dance around the room while encouraging the other children to dance with you.

Activity:

1. Have the children dance around the papers.
2. Tell the children how to touch the paper (with one foot, both feet, a hand, set one the paper... ECT.)
3. When the music stops the children must touch the paper.
4. Restart the music and give the children a new task to complete when the music stops again.

Cool Down:

1. Once the game is over take away all the paper and tell the children when the music stops find a place on the carpet to lay down (have the children rest).
2. While the children are resting you can talk about their favorite songs and dance moves they may have heard or seen.

Adaptations:

1. Use different colored paper and specify what color of paper to touch/stand on. This will make the game more challenging for the children.
2. Have the children dance in specify ways: fast, slow, tall, short, etc..
3. You could also play this game similar to musical chairs and have one less piece of paper for the number of children in the room, each time the music stops each child needs to find a piece of paper that no one is touching, a child is eliminated each round and a piece of paper is picked up before you begin again.

Extension Ideas:

1. Circle time: Introduce the different types of dance: Ballet, Jazz, tap, line…etc..
2. Art: Have the children trace their dancing feet on the paper.

Activity Developed/Adapted by: Sabrina Aldcroft, ECCC 1285 Student

Activity Name: Egg Maze

Age Group: 4+ years

Basic Skills: Hopping, balancing, skipping

Space/Setting: Padded area (carpet or mats)

Equipment: Blocks, hard boiled eggs or Styrofoam balls, newspaper, spoons, masking tape

Activity Instructions:

Set up:

1. Create a maze in the classroom, or on the large mat area with blocks or masking tape.
2. Have the children carry an egg or a Styrofoam ball in the spoon.
3. They can walk through the maze, while carrying their spoon.
4. If you decide to use hard boiled eggs, be sure to put newspaper out on the floor in case of any falling eggs.

Warm up:

1. Play a round of Duck Duck Goose (make the connection that ducks and geese lay eggs)

Cool down:

1. Have the children be involved in the clean up, put on some soft music, have the children pretend they are ducks or goose cleaning up their house for some visitors.

Tips:

1. To prevent long wait times have two children go at a time, if this becomes a problem, have an adult assist each child through the maze.

Adaptations:

1. If the eggs become a problem or a concern that you may be wasting food, use Styrofoam balls instead. If you don't have Styrofoam balls, use crumpled paper in the shape of a ball.
2. If it is too easy for a child to walk through the maze, try having them jump, skip and run while holding the spoon with both hands. Or you can try encouraging them to use their non-dominant hand.

Extension Ideas:

1. For snack or lunch have hard-boiled eggs.
2. Sing songs about eggs, stories, finger plays. Example: Eggs in a nest, egg egg, who's got the egg?
3. Prior to the maze make eggs out of clay/play dough, or Styrofoam (decorate them and use them for the game)

Activity Developed/Adapted by: Kulbir Kainth, ECCC 1285 Student

Activity Name: Emotional Walk

Age Group: 3+ years

Basic Skill: Skipping, stretching

Space/Setting: Large open space

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Have all the children standing up, with enough space around them that they will not collide with another person or object as they move.

Warm up:

1. Talk about different types of emotion and what it might look like.
2. Sing the song to the children and model the actions (See below).
3. Model and practice the action with the children.

Activity:

1. Sing the song for the children and have everyone move around, doing the actions to the song.

Cool down:

1. At the end sing "This is how we fall asleep. Snore, snore, snore. Snore, snore, snore."

Song:

(Sung to the tune of "Here We Go 'Round the Mulberry Bush")

This is the way a happy person walks *(Skip around with a grin)*
Skip, skip, skip! Skip, skip, skip!
This is the way a mad person walks *(With fists clenched at side,*
Stomp! Stomp, stomp! Stomp, stomp! Stomp! *stomp around with a frown)*
This is the way a sad person walks *(Drop shoulders down and drag*
Slump. Slump, slump. Slump, slump. Slump. *feet, while looking sad)*
This is the way a cranky person walks *(Fold arms and stomp around,*
Grump! Grump, grump! Grump, grump! Grump! *while looking frustrated)*
This is the way a scared person walks *(Tiptoe around, looking*
Tiptoe, tiptoe. Tiptoe. *frightened)*
This is the way a tired person walks *(Shuffle feet slowly, while*
Slow. Slow, slow. Slow, slow. Slow. *yawning and stretching)*

Tips:

1. Be a role model for the children. Show the actions to the children by doing them too.

Adaptations:

1. Have the children show what they do, when they experience these emotions, instead of the original actions, they can make up their own.

Extension Ideas:

1. Have the children think up other emotions that they sometimes feel and come up with actions to these emotions, to add to the current song.
2. Read books or sing songs about emotions, such as 'If You're Happy and You Know It.'
3. Create masks at craft time, depicting different emotions.

Activity Developed/Adapted by: Tiffany Dibble, ECCC 1285 Student

Activity Name: Find the Leader

Age Group: 4+ years

Basic Skills: Jumping, skipping.

Other Skills: Leaping, galloping, rolling, bending, turning, twisting, shaking, dancing, crab walking, slithering, bear walk, leap frog

Space/Setting: Small space: in transition time, in the hallway or during a bathroom break. Anywhere that one child is able to turn around and hide for a few minutes, and that the remaining children are able to move to follow the secret leader

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Find a space where the children are able to move and one child can hide or leave the room.

Warm up:

1. Have the children copy a pattern of movements you model. For example, clap 3 times, turn around and touch the ground.

Activity:

1. Have the children all stay in one space, while the child guessing leaves.
2. Have the caregiver pick a "secret leader" to lead the activity.
3. Once the leader is picked, he or she will (while still in a circle) start moving.
4. All other peers participating will follow the leader in what he or she is doing, without telling the child guessing. For example, while in a circle, the leader will start hopping, and all other children will start hopping; the leader will start dancing, all other children will start dancing; the leader will start jumping like a frog, all other children will start jumping like a frog, etc.
5. The child guessing comes back to the group and observe what the children are doing, and make guesses upon what he or she sees.
6. The child will guess who the leader is, until he or she gets it right.
7. The old leader will then become the child guessing, and a new leader is chosen.

Cool down:

1. Have the children copy a series of movements you complete, to obtain their attention. Make these actions slow and incorporate stretches to bring their heart rate back down.

Tips:

1. Before starting the game, allow the children to practice different movements.

Adaptations:

1. For older children, rather than an individual activity, make the activity a group activity. The class will be split into two sections. Group A would leave the room, while Group B picks a secret leader. Group B then performs in front of Group A, and the Group B has to decide who the leader is. Group B gets one minute to decide who the leader is, then they guess. If the answer is correct, they switch sides, if the answer is wrong, Group B keeps guessing.

Extension Ideas:

1. Have the children examine the room in great detail. When the children leave the room have another caregiver enter the room and switch some items around. When the children come back, see how many notice what has happened.

Activity Developed/Adapted by: Liz Kuran, ECCC 1285 Student

Activity Name: Four Walls, a Floor and a Ceiling

Age Group: 4+ years

Basic Skills: Running, hopping, skipping

Space/Setting: Large open space: ideally played in a gym or open classroom

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Make label different items in the room (door, window, wall, floor, etc.).
2. Discuss the room and all of the different items there are in the room. The tables, chairs, carpet, etc. Have at least one label per child.

Warm up:

1. Give each child a label and have them do different exercises to put the label in the right place. For example if your object is green take 5 steps in that direction, or if your object is flat or smooth take 5 steps backwards. Eventually all children will reach their object and put a label on it.

Activity:

1. Have all of the children start with one hand on the same wall.
2. When ready to begin, say what you would like the children to do: "you have one minute to: hop around the room and touch all four walls."
3. Repeat with different actions and tasks (run and touch the floor, a door, and a window) (skip to the wall opposite of where you are, the carpet, and a corner) etc.

Cool Down:

1. Have the children lie down on the ground and feel their heart. "Is it going fast or slow? How can we slow it down?"
2. Do a breathing exercise with the children to calm their heart and their body.

Tips:

1. Only give instructions to safe and appropriate areas and items in the room. Check out the room before playing the game to prevent accidents.
2. If there are too many children and the room is too crowded, play in a gym or outside.

Adaptations:

1. For younger children have them start out walking and slowly introduce more skills.
2. You could change the game so that instead of running to a place or object in the room they are running to someone that you described that is in the room. (Hop to the girl wearing a blue shirt and a white skirt)
3. Use different body parts to touch the places in the room. (Use your feet to touch a wall, a door, and a chair). For older children specify right and left body parts.

Extension Ideas:

1. If playing in a gymnasium and the children have lots of space, the children could twirl or spin to designated areas and places in the gym.

Activity Developed/Adapted by: Candace Klyne, ECCC 1285 Student

Activity Name: Fruit Salad

Age Group: 3+ years

Basic Skills: Running, jumping, hopping

Space/Setting: Large open space

Equipment: No equipment necessary.
Optional: Pictures of fruit, or fruit shaped or coloured name tags

Activity Instructions:

Set up:

1. Have a corner designated for each of the four fruits you choose. (Example: apples, oranges, bananas, grapes).
2. Assign each child one of the four fruits.
3. Have children go to the corner of the room that is designated for their specific fruit. (oranges go to the orange corner.)

Activity:

1. When you call out a specific fruit everyone who is in that corner runs to the center of the room as fast as they can and displays a specific skill the number if times requested as fast as he or she can and returns to their corner.
2. Repeat this process using different skills and different combinations of fruit. (Example: Jump up and down 5 times, hop 5 times, hop on one foot 5 times)
3. When you yell out "fruit salad!" All fruits run to the center as fast as they can and displays a specific skill the number of times requested. All fruit return to their designated corners.

Warm up:

1. Have them walk through the process while discussing the rules.
2. Be sure to emphasize that the point of this game is to beat your own time and master each specific skill.
3. Have a short discussion on individual's favorite fruits.

Cool down:

1. On the last time you call "fruit salad" tell the children that you will now be baking the fruit in a big pie.
2. Ask them to display to you what fruit would look like when it is cooking in the oven.
3. Tell them as they cook they get more and more energy.
4. Tell them to bubble and sizzle? (children may jump around, if children seem not to know what to do join in! Show them what you think it might look like.)
5. After a short while tell the children that you will now be taking the fruit pie out of the oven. And ask them what the fruit would do when it was taken out of the oven and began to cool (the idea is to get children to cool down and at the final stage lie on the floor still).
6. Coach them through with prompts like, "you are getting colder and colder, as the pie cools you lose energy and become still" or tell them you are putting them in the fridge if they are not "cooling" down fast enough.
7. Remember to join in and model appropriate behaviors and actions.

Tips:

1. Try doing this activity outside with cones for markers.
2. If children do not understand the concept join in. Show them through modeling the activity.
3. Use encouraging statements like: "Wow! That was fast!" "I think you did that even faster this time." "Try hopping higher next time." Encourage them to do it better and or faster each time.

Adaptations:

1. For younger children you may want to post pictures of the fruit in the corners and give them fruit shaped or fruit coloured name tags to help them understand which corner they belong in.
2. For older children you may want to get them doing more difficult skills in the center like, rolling around, galloping, bouncing, throwing and catching a ball etc.

Extension Ideas:

1. Make a fruit salad for snack that day.
2. Try making the corners different types of food or animals. Use exotic fruit or food and allow them to try it at snack time.
3. Incorporate a circle time discussion about healthy eating and individual's favorite fruits and veggies.
4. Get them to make their own fruit name tags.

Activity Developed/Adapted by: Lynsey Anderson, ECCC 1285 Student

Activity Name: Indy Five Hundred

Age Group: 4+ years

Basic Skills: Running, hopping, jumping, skipping, balancing

Other Skills: Leaping, galloping, rolling, bending, turning, twisting, shaking, dancing, slithering, bear walk, Crab walk and leap frog

Space/Setting: Large open space. In a gym or open room setting, there should be no obstacles in the way of the children moving

Equipment: Paper, and crayons (to make cue cards if necessary)

Activity Instructions:

Set up:

1. Have the children meet in a large, open space that is free of obstacles.
2. Begin with the group sitting in a circle.
3. Number the children off from 1-4. The adult should then give each number a name of a car. (ex. 1's are Porches, 2's are Ferrari's... etc)

Warm up:

1. Have the children suggest actions for problems and then practice the movements.

Activity:

1. The adult calls a car name and those cars have to get up and run around the circle.
2. The first person back to their spot wins. (Much like Duck, duck, goose).
3. While running, the teacher will determine what the cars have wrong with them. Some ideas are; FLAT TIRE (Hop around on one foot), RUN OUT OF GAS (Crab Walk), TURBO BOOST (run around fast), NO MUFFLER (noisy!) etc.

Cool down:

1. At the end of the activity, the adult will become a “mechanic.”
2. All vehicles will enter the “auto body shop”, and the adult will direct the cars to fix each other.
3. The adult will direct the cars one at a time in partners to carry out movements like slowly move the “car’s” arms, legs, head, and body (being careful of course), in order to fix each other.
4. When fixed, the cars can drive away.

Tips:

1. Write a list on a nearby board of what the car problems and actions are. This is able to minimize confusion, as well as help the children remember what to do when their car is in trouble.

Adaptations:

1. For older children, instead of numbering them off, give them car names, such as Ferrari, Porsche, Van, Truck, and Bus. The children are able to tape a picture of the following cars on them, so the caregiver knows who is who; as well, so the child can remember what vehicle they are.

Extension Ideas:

1. Have a mechanic come in to show the parts of a car (in diagrams) and what each part does. The mechanic can also explain what a muffler is, flat tire, turbo boost, etc. If having a mechanic come in is not possible, have the children take a field trip to the nearest mechanic, or even show them the parts of your car (if you are able to).
2. Develop a prop box with car parts in it such as steering wheels, tire tubes, air filters, tools to fix it, checkered flag, etc.

Activity Developed/Adapted by: Liz Kuran, ECCC 1285 Student

Activity Name: "Itsy Bitsy May I?"

Age Group: 4+ years

Basic Skills: Jumping, galloping, running, hopping, skipping

Space/Setting: Large open space

Equipment: A rope or tape

Activity Instructions:

Set up:

1. Rope off an area that could be used as a "safe" spot.
2. Decide who will be Itsy Bitsy (for the first game, have an adult as Itsy Bitsy, to give a solid example for children to follow when it's their turn.)
3. Itsy Bitsy is the spider. Get this individual to stand on the opposite side of the room of the roped off area.
4. Have the children line up behind the rope.

Warm up:

1. Have them walk through the process while discussing the rules.
2. Be sure to emphasize the importance of carefully listening to hear when Itsy Bitsy says the word, NO! This indicates the children return quickly to the base before being tagged by Itsy Bitsy Spider.
3. Also practice each specific skill. i.e.: hop on one foot before you begin the game.
4. Get the children to repeat back what the rules of the game are (so that the adults know if the children understand how the game is played).

Activity:

1. The game starts when the child that is Itsy Bitsy says a phrase like, "Jump six times towards me."
2. The rest of the children respond by saying, "Itsy Bitsy May I?" If Itsy Bitsy says yes, then the children move forward, according to the given command i.e.: six jumps forward.
3. This game continues with Itsy Bitsy giving different orders each time. i.e.: asking the children to skip, hop, spin, walk backwards, gallop forward, slide, etc.
4. As the children get closer to Itsy Bitsy, and asking, "Itsy Bitsy May I?" each time, the spider may respond, "No!.
5. When Itsy Bitsy says, "No," it's a signal that the spider will try to tag as many children as possible before they can arrive safely back at the base.
6. Whoever is tagged before making it to the base stands on the sidelines for the remainder of the game, but continues to do the actions.
7. The game is over when all of the children have been caught (tagged by Itsy Bitsy).

Cool down:

1. Once the game is complete, have the adult instruct all of the children to pretend that they are spiders climbing down their spider web. i.e.:
2. Have the children stretch, raising their hands up high. Then slowly get them to bring them down, bending their knees. Have them pull their bodies lower, until they are in a crouched position.
3. Remember to model this cool down technique by using appropriate actions and behaviours.

Tips:

1. Things to say to get the children interested and involved in the activity. i.e.: What do Spiders create?" "Why do you think spiders build webs?"

Adaptations:

1. For younger children you may want the adult to pair up with a child to be Itsy Bitsy spider (help come up with different movements for the children to do).

2. For older children you may want to encourage them to do more difficult movements i.e.: hoping backwards, walking sideways, etc.

Extension Ideas:

1. Set out sewing cards with yarn attached and let children create spider webs.
2. Take the children on a nature walk outside and find a spider web (discuss the design with the children)
3. Teach the children the song, “The Itsy Bitsy Spider.”

Activity Developed/Adapted by: Lynette Mathies, ECCC 1285 Student

Activity Name: Jack and Jill Water Fun

Age Group: 3+ years

Basic Skill: Balancing

Space/Setting: Large outdoor open space

Equipment: 2 small pails/buckets, 2 large pails filled with water, 2 empty large pails

Activity Instructions:

Set up:

1. Set up the 2 small pails/buckets at one end of the open space.
2. Beside the 2 small pails have 2 large pails filled with water.
3. The idea is for the children to be able to fill the small buckets by dipping them into the large pail of water.
4. Set up 2 empty large pails at other end of the open space for pouring the water into.

Warm-up:

1. Do warm-up stretches: pretend to be Jack & Jill by putting on our dresses or pants, shoes, and grabbing our buckets.
2. Stretch pretending to carry the imaginary bucket to the left and right, up and down.
3. March in one spot pretending to march up the hill.
4. Make motions to fill the pail with water.
5. Recite the nursery with the children.

Activity:

1. Guide the children into 2 lines (if possible make a line for boys and a line for girls), so they may go through the activity in pairs like Jack & Jill.
2. Explain the object of the game which is to fill the buckets with water from the pail (trying not to spill) and when they get to the other side fill the pail with the water from their buckets.

Cool Down:

1. Finish the activity by putting an imaginary crown on each child.
2. Transition to sit down then lay down (Jack fell down) and then roll (Jill came tumbling after).
3. Proceed to fall asleep and breathe deeply in and out to calm the children.

Adaptations:

1. Older children can try balancing two buckets – one for each hand as they make their way to the other pail.
2. Try having the children pretend to carry the water through grass, through a stream, up a hill, down a hill, or put down obstacles for the children to navigate.

Extension Ideas:

1. Make paper crowns in class and design with beads.
2. Science project: bring out a balance scale. Ask the children to see what is heavier in comparing different shapes of buckets filled with water.

Activity Developed/Adapted by: Elaine Carle, ECCC 1285 Student

Activity Name: Joker's Tag

Age Group: 5+ years

Basic Skills: Running, hopping, skipping, jumping, kicking, catching

Space/Setting: Large open space and where the children will have enough room to sit in a circle with a little bit of space in between each of them

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Get children to sit in a circle where there is enough space in between them and their neighbor that when each child extends their arms they are not touching anyone.
2. Have a discussion with the children about different sports or physical activities that they enjoy or engage in on a regular basis.

Warm up:

1. Have the children imitate different sports or daily activities that you suggest.
2. As the adult lead them in coming up with activities and actions to match. This will help give the children ideas for the activity.

Activity:

4. Begin by designating a leader- it can be the teacher or caregiver pr a child.
5. The leader then begins to mime an activity; ex: brushing their teeth.
6. The player to the leader's right (player 2) then asks the leader "what are you doing?"
4. The leader continues the same action but jokes about what they are doing; for example: "I am playing tennis"
5. Player 2 then mimics playing tennis, and the child to the right of player 2 (player 3) asks "what are you doing?"
6. Player 2 jokes and says "I'm tying my shoes"
7. Player 3 mimics player 2's response and the game is continued around the circle.

Cool Down:

1. Have an adult be the last player, or when the activity has gone through the whole circle and come back to you have them all ask you what you were doing as you imitate yoga poses.
2. Encourage the children to join in and do some simple stretches. Have a discussion about all of the activities that they saw and acted out. Ask which was their favorite and if there were any activities that you did not know what they were doing?

Tips:

1. Having a discussion before hand is a good way to provide the children with ideas of what action and activity they want to do.

Adaptations:

1. For younger children (age 4-6) the children could act out an activity, and the person next to them can guess or the group as a whole can guess what he or she is doing. Repeat until everyone gets a turn.
2. For older children, encourage a range of motion and movements. Encourage them to use up lots of space and paint us a vivid picture of the activity they are trying to convey. Example: for gymnastics, encourage a summer-salt or cart wheel.

Activity Developed/Adapted by: Candace Klyne, ECCC 1285 Student

Activity Name: Loose at the Zoo

Age Group: 5+ years

Basic Skill: Running

Space/Setting: Large outdoor open space

Equipment: Magazines or books with zoo animals, index cards, glue, 2 long ropes

Activity Instructions:

Set up:

1. Assign different animals to different children, but have more than one of each Zoo animal.
2. Set up two ropes a good distance apart on the outdoor play area.

Warm up:

1. Practice acting like different animals.
2. Show an index card with an animal on it and have the children act like that specific animal.

Activity:

1. Select one child to be the zookeeper as the other children are the zoo animals.
2. The zookeeper's position is standing between the ropes while the zoo animals stand behind one of the ropes.
3. The zookeeper controls the zoo (the play area) as he or she walks back and forth by the rope making sure there are no loose zoo animals.
4. At the same time, the zookeeper shouts out the name of an animal.
5. Children's who have been assigned that animal must run to the opposite side of the play area and try not to get caught by the zookeeper.
6. Any child that is caught must freeze. Any children that make it to the other side go back to the starting line for another round.
7. The game is all over when the all the zoo animals have been frozen (caught.)

Cool Down:

1. Play animal music and have children guess what sounds they hear and ask what it animal they think it is, then have the children move like that animal.

Tips:

1. If this game is too difficult for this age group, demonstrate and show examples to children, try being the zoo keeper the first time around.

Adaptations:

1. Instead of zookeeper and zoo animals could change to farmer and farm animals.
2. If it is a large group of children playing have two zookeepers or an adult to help catch the animals.
3. Once zoo animals are caught instead of freeze have them become a zookeeper which helps the main zookeepers

Activity Developed/Adapted by: Angela Attwood, ECCC 1285 Student

Activity Name: Magic Soup

Age Group: 3+ years

Basic Skills: Jumping, hopping, throwing

Space/Setting: Large open space- preferably indoors or in a gym

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Have the children make a big circle in the middle of the gym.

Warm up:

1. Have the children hop like a bunny or jump like a frog (or anything else you wish) into the middle of the gym and form a circle.

Activity:

1. Once the children have formed a circle, explain to them that we are going to make "magic soup."
2. In order to make magic soup, the children need to take turns throwing their "favorite food" into the middle of the circle, which is our imaginary soup caldron. Go around the circle clock wise or counter clock wise in order to make sure every child gets a turn.
3. Once all the children and yourself have put in your favorite food item, reach back and get out your big stirring spoon. Practice great big stirring motions with your arms in order to get all our soup mixed up.
4. Start singing "stirring stirring stirring up our magic soup" (sing 2 times) as you sing, the children can join in and sing as well. During this time when the song is being sung, using their great big circular arm motions, the children stir up the soup.
5. At the end of the song. Have the children reach into their back pocket and take out a cup (this is a pretend cup). Then have them take a GREAT BIG SIP of the magic soup. Then you (the adult) wave your arms and wiggle your fingers as if you are a magician, and say in a loud energetic tone "Abracadabra! You have turned into a _____(name of an animal).
6. Once you have told the children what they have turned into, the children turn and face the outside of the circle and start moving in that motion around the gym. Some examples can be: a frog, a bunny, an elephant, a snake, a butterfly, a penguin, an airplane, a race car, a monkey, etc. The adult should be participating in these motions with the children.
7. After a few minutes of acting in that motion, have the children come back to form a circle again. For example, if they were just hopping like frogs, you can say "Little froggies, it's now time to hop back to the circle."
8. Get out the stirring spoons again and stir up the soup and take another sip. Then you (the adult) wave your arms and wiggle your fingers as if you are a magician, and say in a loud energetic tone "Abracadabra! You have turned into a _____(name of an animal)
9. Chose a different animal for the children to be each time and keep repeating these steps until you are finish with this activity.

Cool down:

1. For the last time you turn the children into something magical, have it be something that moves very quietly. Before, they turned into something energetic and fast moving or that made their heart rate increase.
2. This time, have them tip toe as quiet as a mouse or crawl as slow as a snail to help cool them down.

Tips:

1. This activity could be done outside in a big field so that the children have more room to move around and explore different movements.

2. Have the children give suggestions of what they want to turn into next. This will allow them to be more involved in the activity.

Adaptations:

1. For older children, you can get them to create sounds to go along with the animals they are acting out. For example, if we are being elephants, we can incorporate the sound an elephant makes as we move around the gym like elephants.
2. Add in new skills for the children to use during this activity. For example, have them bend and touch their toes or knees 5 times or do 5 jumping jacks before they come back to the circle.

Extension Ideas:

1. Create a craft that resembles the "magic soup." You can go around at circle time and ask the children what their favorite foods are and then make pictures for the children to glue onto their soup caldron. The children could even bring in magazine pictures from home that have their favorite food and use that as well so it looks more like a collage.
2. Have magic soup for lunch.

Activity Developed/Adapted by: Kalina Wenzel, ECCC 1285 Student

Activity Name: Meet in the Middle

Age Group: 4+ years

Basic Skills: Running, skipping

Space/Setting: Large open space: preferably a grassy area or soft surface to allow for more activities during the game, with enough space for all of the children to move around

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Make sure that the area is cleaned of anything that may hurt the children while they play.

Warm up:

1. Let each of the children choose a partner, or choose one for them, get them to stand across from each other with enough space in between for the children to run back and forth (15 m).
2. Ask the children to do different activities in the spot to warm up. Some examples are: run in the spot, do 5 jumping jacks, touch your toes 5 times, reach to the sky and crouch down 5 times, etc.

Activity:

1. On the signal to begin (whistle, or yell), partners run forward toward each other and meet, then give each other a "high five" and go back to where they were standing.
2. Then, have the children vary their movements, for example running backwards then meet and circle each other and then run back to the starting position backwards.

Cool Down:

1. Get the children to meet in the middle one last time, and instead of doing a "high five" or another activity when they meet, ask the children to sit down across from one another.
2. When all of the children are sitting, get them to face you, and do some stretches with them. For example, touch toes, stretch arms across body, stretch to one foot and then the other, point toes down, and then up, etc.

Tips:

1. You can do this activity in a gym or even in the classroom if you alter the activity that the children do so that they require less space. For example, instead of getting the children to run to each other and then do the task, get them to stand together and when the task is called, they can do it together and then sit down when they finish, this way, they are still moving, but in a different way (crouching, bending).

Adaptations:

1. If children are having difficulty with the activity, make it a group effort and get all of the children in a circle and then they all run to the middle and do the task and then run back. This way the children that are struggling can see what to do without being singled out.
2. If there are children with disabilities, the can still do the activities to the best of their abilities but instead of running to meet, they can stay with their partner, or their partner can run towards them.

Extension Ideas:

1. The way that the children meet can be changed, for example, they can crawl, jump, skip, roll, hop, frog jump, etc to the middle and do the task.
2. The tasks in the middle can be changed as well, for example, get the children to do 10 jumping jacks, hold a plank position (starting push-up position) for 15 seconds, 10 crunches, jump and spin around in both directions etc.

3. During circle time, ask the children to help you create a song for the play experience; use the tasks that you did during the game to help. For example,

   " We're meeting in the middle, middle, middle,
   We're meeting in the middle to have some fun,
   We're jumping in the middle the middle, the middle,
   We're jumping in the middle, and having fun"
4. Next time you play the game, the song can be sung before, during or afterwards.

Activity Developed/Adapted by: Lynzey Brodziak, ECCC 1285 Student

Activity Name: Mirror Madness

Age Group: 4+ years

Basic Skills: Stretching

Space/Setting: Small space

Equipment: No equipment necessary. Optional: A large mirror or several small mirrors

Activity Instructions:

Set up:

1. Talk about reflections.
2. Have children look at their reflections in a mirror.

Warm up:

1. Have the children stand in front of you and have them all copy your movements.
2. Try getting them to imitate different stretches, and then move on to faster paced actions. Try to make it fun and a little silly giving them ideas for the main activity.

Activity:

1. Have the children get in to partners and imitate each other. Have the children take turns being the mirror reflection.
2. The children who are doing the different movement can try to trick the person being the reflection.

Cool Down:

1. Talk about the different ways you can move your body, it would be fun to talk also about exercises like Yoga that they might see their parents doing in front of a mirror at home.
2. Try teaching them some basic yoga moves. Search yoga for children for some fun ideas and adaptations.

Tips:

1. Tell the children that it is not always ok to copy each other and that we should always ask before doing it. In doing this you will avoid inappropriate actions when the activity

Adaptations:

1. To make it harder for the children you could have them mimic after the actions have been done. This requires the children to remember steps and recall information.

Extension Ideas:

1. Simon says would be a good extension activity for this game. Try using it in place of the warm up or cool down to add variety.
2. Using props like ribbons (if outside) or clothing from the dress up area and you can bring in balls.

Activity Developed/Adapted by: Sabrina Aldcroft, ECCC 1285 Student

Activity Name: Mother, May I?

Age Group: 4+ years

Basic Skills: Jumping, hopping, skipping, twirling

Space/Setting: Large open space: outdoors or an open gym

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Line all the children up side by side on a starting line, facing the person that will call out the directions.

Warm up:

1. Have the children practice different actions on the spot before beginning the activity.

Activity:

1. The caller that starts is the adult. He or she calls out a colour.
2. All children wearing that colour step forward. The caller then gives the children an action that the child will perform and how many times he/she will do it, from the following list:

   Take__ # baby steps forward Take__ # jumps forward
   Take__ # giant steps forward Take__ # hops forward
   Skip forward __ # times Twirl around forward__ #
3. The children then ask "Mother (or father), may I?" If a child does not ask "Mother, may I?" he/she goes back to the starting line.
4. The caller responds either yes or no. If they choose no, they select a new action for the children to do. The children then perform the action and repeat the question. If the caller responds yes, he or she then calls out another colour, and the children with that colour perform the action from their current spot. If a child is not wearing the colour called he or she stands in place waiting until a colour they are wearing is called.
5. When someone reaches the caller, he/she becomes the new caller and the current caller and all children starts back at the beginning.

Cool down:

1. When everyone has had a chance to be the caller, the adult calls out for all the children to do their favorite action in slow motion until they reach the caller, ending the game.

Tips:

1. Make sure that all the children are called on evenly, so that no one is left waiting for too long.
2. Try to make sure that actions that are called out are basic simple movements that the children can do. Provide a list or examples to the caller.

Adaptations:

1. Add in new actions, such as galloping, to adjust the skill level to fit the children playing.
2. Try using other things to call the children forward by. Example: birthday month, first letter of their name, etc.

Extension Ideas:

1. Have the children create their own actions when they become the caller, to add extra thought into the game.

Activity Developed/Adapted by: Tiffany Dibble, ECCC 1285 Student

Activity Name: Musical Bump

Age Group: 4+ years

Basic Skills: Clapping, stomping, jumping, galloping, running, skipping

Space/Setting: Small space: In a classroom with open space

Equipment: Tape (to mark off a section of the floor), tape player/music

Activity Instructions:

Set up:

1. The children standing apart from each other, facing the adult (no particular pattern is needed.
2. The adult marks off a section of the floor with a piece of tape. The adult prepares the music (tape player)

Warm up:

1. Have the children walk through the process while discussing the rules.
2. Make sure that the children repeat the steps involved in the game and the rules that they need to follow (so that you know that they understand how the game is played).
3. Be sure to emphasize that the point of the game is to sit down when the music is turned off and to dance around the room (be creative in their movements).

Activity:

1. The adult starts the music and the children move around the room. i.e.: waving their arms as they walk around, skipping, jumping, etc.
2. When the music stops, the children must immediately sit on the floor.
3. The last child to sit down must move to the marked off area (which is where they continue to dance).
4. The game carries on until just one child is still dancing in the centre of the room and the other children are all dancing the in marked off area.

Cool down:

1. On the last round, play the music loud (instructing the children to run in a spot. Then begin to play the music quieter (instructing the children to jog and then walk).
2. Finally, shut the music off (which indicates to the children to sit on the floor).
3. The adults present can join in and model appropriate behaviors and actions. i.e.: demonstrating running on a spot, then jogging, then walking, and then sitting on the floor.

Adaptations:

1. For younger children you could get them all to do the same movement around the room. i.e.: have each child jump to the rhythm of the music.
2. For older children you may want to encourage them to perform more difficult movements i.e.: hoping on one foot backwards, galloping sideways.

Extension Ideas:

1. When the music stops the children pose in a position. i.e.: standing still like a statue in a twisted, stretched out way (the children learn balancing skills)
2. Incorporate a circle time discussion about rhythm and movement. i.e.: clapping hands to a beat.

Activity Developed/Adapted by: Lynette Mathies, ECCC 1285 Student

Activity Name: Musical Hoops

Age Group: 3+ years

Basic Skills: Running, balancing, walking

Space/Setting: Large open space: Outdoors or in a gym

Equipment: Hula hoops or round circles made out of cardboard

Activity Instructions:

Setup:

1. Place several hoops side by side on the floor, as many as you have access to, or maximum one per child.

Warm Up:

1. Turn on music and let children join in dancing to the music.

Activity:

1. Have children walk or run around hoops while music is playing.
2. When music stops, everyone has to stand inside of a hoop.
3. You can have more than one person in a hoop.
4. When the music starts back, remove one hoop.
5. Eventually you end up with one hoop and everyone tries to squeeze to put a body part in the hoop.

Cool Down:

1. To end the game have the children each grab a hoop if there is enough for each child and guide the children in stretches using the hula hoop. If there are not enough hoops per child have pairs of children share a hoop.

Adaptations:

1. Children will also enjoy musical chairs for a change.

Extension Ideas:

1. Arts and crafts: painting circles and other shapes, Blowing bubbles

Activity Developed/Adapted by: Susan Blake, ECCC 1285 Student

Activity Name: Octopus

Age Group: 4+ years

Basic Skills: Running, balancing, jumping

Space/Setting: Large open space

Equipment: Masking tape or chalk

Activity Instructions:

Setup:

1. Draw chalk lines or tape lines about 4 feet away from wall then another line 6 feet parallel to that line.
2. Assign the children to stand outside the lines and choose one child to be an octopus who stands in the middle.

Warm up:

1. Have children walk through the process of the rules. Emphasize that the object of the game is for everyone to have a turn being the octopus and the seaweed.

Activity:

1. The child in the middle of the 2 lines (the octopus) yells out "Octopus!" and the other children run through the taped off area to get away from the octopus.
2. The octopus catches a child between the lines and brings him/her to the middle between the lines.
3. Now the original octopus becomes seaweed and sways back and forth with his/her arms inside of the lines.
4. The new child now becomes the octopus and catches another child. This process continues until all children are inside the lines or after a time limit is up.

Cool Down:

1. Ask the children if they had fun playing Octopus and what it felt like to be seaweed.
2. Then have all the children swim slowly back to the next activity or routine.

Tips:

1. To get the children interested in the game let them help make the lines and talk about wanting to be an octopus
2. Be the first octopus, to model show the children how to play the game

Extension Ideas:

1. Water table can be turned into an ocean with ocean animals and seaweed made from grass.
2. Read stories ex. An Octopus Followed Me Home
   Author: Dan Yaccarino

Activity Developed/Adapted by: Susan Blake, ECCC 1285 Student

Activity Name: Pass the Ball

Age Group: 4+ years

Basic Skills: Tossing, catching

Space/Setting: Small space: open area in a classroom

Equipment: Ball

Activity Instructions:

Set up:

1. Explain/demonstrate how to play the game.
2. Go over rules you may wish to include.

Warm up:

1. Have the children start by passing the ball to a partner as many different ways as they can think of. Give them suggestions if needed. (elbows, fingers, toes feet, nose)

Activity:

1. Have the children sit in a circle.
2. Put on some music and play hot potato with the ball.
3. Every time the ball goes around the circle change the way you pass the ball. Make sure each child passes the ball that particular way.
4. Use your hands, feet, elbows, and shoulder/neck; pass it along the floor without picking it up (roll it).
5. Have the children do a final round where they can pass the ball any way they want. Each child can do it differently on this last turn.

Cool Down:

1. On the final round have the children pass the ball in slow motion.

Tips:

1. Talk about your body and movements before playing the game so that the children can help come up with different ways to pass the ball. Try to include them in making up the game.

Adaptations:

1. You can change the size of the ball. If the children are younger make the ball bigger, if the children are older make the ball smaller.

Extension Ideas:

1. You can try and add another ball so that there are two balls being passed along the circle! This may get difficult for the children depending on how much is going on (too much stimulation may become overwhelming for the children).
2. You can also play this outside, more room will make it more difficult to pass the ball. You could include kicking, and throwing if you are playing outside.
3. If there is equipment like rackets, see if you can use them (or other objects) to pass the ball along. If the ball is small you can try to use a chopstick and like hockey, pass it to the person beside you.

Activity Developed/Adapted by: Sabrina Aldcroft, ECCC 1285 Student

Activity Name: People to People

Age Group: 5+ years

Basic Skill: Balancing

Space/Setting: Large open space: with enough room for all players to have enough space to put their arms out and turn in a circle without hitting or touching anybody else

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Be sure to clear tables and chairs if this is going to be done in a classroom or day care room.

Warm up:

1. Sing head-shoulders-knees and toes to warm up and get the children thinking about their body and their limbs.

Activity:

1. Pair off the children, activity works best with an odd numbers, the child who has no partner is 'it.' If there is an even number of children, the teacher or caregiver can be 'it' for the first round.
2. The person who is 'it' will call out a command such as "head to head" or "knee to knee" each pair will touch the corresponding limbs with one another.
3. In between commands play music and have the children dance, the child who is "it" stops the music and calls out the command.
4. After 3 or 4 commands, call out "people to people" and as quickly as possible, everybody finds a new partner. The single child becomes 'it' and the game repeats.

Cool down:

1. On the last round have the children find a new partner and do partner starches, by standing or sitting a few feet apart and reaching to touch each other's fingers together, then toes together, then try touching elbows together, etc.

Tips:

1. You may need to remind the child who is 'it' after 3 or 4 turns to call out "people to people" so that everybody gets a turn.

Adaptations:

1. For an older group of children, use left and right when saying commands; "left thumb to right knee."

Extension Ideas:

1. You could extend this activity into the art centre, by tracing everyone's body and labeling body parts.

Activity Developed/Adapted by: Candace Klyne, ECCC 1285 Student

Activity Name: Pinball

Age Group: 5+ years

Basic Skills: Throwing, catching, stretching

Space/Setting: Large open space

Equipment: A soft ball

Activity Instructions:

Set up:

1. Have children find an open space in large area.
2. Choose one child to be the pinball jackpot.

Warm up:

1. Have a small discussion with children about what's an appropriate ball toss (rolling for this game.)
2. In order to make sure they understand how to pass the ball get them to find a partner and roll the ball back and forth between each other.

Activity:

1. The" jackpot" stands in the middle of the room while the other children sit on the floor circling around the jackpot. These children are called "flippers."
2. The flippers spread their legs as wide as can while touching other flippers.
3. The area inside the circle of feet is where the pinball takes action.
4. The flippers have to lean forward to rest their hands and arms on the floor.
5. The children count together out loud from 1 to 3, and then 1 of the flippers starts the ball.
6. The flippers throw the ball trying to hit the jackpot, while the jackpot moves around trying to avoid being hit.
7. The jackpot needs to stay in the circle and the ball cannot leave the floor.
8. The flipper who hits the jackpot with the ball becomes the new Jackpot.

Cool down:

1. Try passing the ball around the circle starting with as fast as they can and each time around slowing the ball down until the ball is going in slow motion.

Tips:

1. Try doing activity outdoors for larger space for pinball action and more boundaries.

Adaptations:

1. If this activity is too simple for an age group, have the children close their eyes when they are throwing the ball so they have to use their sense of hearing to try to hit the jackpot.
2. Again, if this is too easy for age group have children use their non dominant hand, opposite of the hand they write with.
3. To make it more challenging for the jackpot, the jackpot has to stay in same position and can only bend and stretch out of the way of the ball.
4. If the game is too difficult try adding more balls to increase the chances that the "jackpot" be hit!
5. Try using a bigger ball if the children are having a difficult time directing where the ball goes.

Extension Ideas:

1. Read children a story about different types of ball games such as, "Be at the Top of Your Game."

Activity Developed/Adapted by: Angela Attwood, ECCC 1285 Student

Activity Name: Planes, Trains, and Automobiles

Age Group: 3+ years

Basic Skills: Running, jumping, crawling

Space/Setting: Large open space: Indoor or outdoor space such as a yard or gym

Equipment: Large photographs or drawings of different types of automobiles

Activity Instructions:

Set up:

1. Prepare several (10-15) pictures of different automobiles. These may be drawn, computer pictures or actual photographs.
2. Be sure to make these big enough to be seen by the children from a little way off.
3. The children spread out and stand facing you.

Warm up:

1. Have the children name all the different types of vehicles that they can think of.
2. Have a discussion about where these vehicles are located: In the air? In the water? On land?
3. Have the children demonstrate possible actions to the different vehicle types.

Activity:

1. Show the children a picture of a vehicle.
2. Ask them to demonstrate how that vehicle moves about.
3. Tell them to pay attention because you will change the picture without telling them. (This will create an environment where there may be some motorcycles mixed in with some planes!)
4. Go through the pictures until they have seen them all.

Cool down:

1. Tell the children to line up behind you and follow your actions (follow the leader).
2. Start with something fast like a motorcycle and run around making the loud noise of a motorcycle.
3. Switch to something slower such as a train. Get on all fours and move a little slower while making 'choo-choo' sounds.
4. End with something very slow and quiet, such as a hot air balloon or a submarine. Move very slowly and quietly.

Tips:

1. If the children are having troubles with running into each other, the educator could trace or tape a large circle onto the ground and have the children to move about in a line along the circle.

Adaptations:

1. Invite them to make the sounds of the vehicles as they are moving about.

Extension Ideas:

1. Change the theme to something else such as *animals* and have the children act out the motions of the animals.
2. Invite the children to create a three dimensional 'sculpture' of their favourite vehicle out of recycled or natural materials.
3. Set out books about automobiles in the reading centre.

Activity Developed/Adapted by: Kristen Andersen, ECCC 1285 Student

Activity Name: Race the Bunny

Age Group: 3+ years

Basic Skills: Catching, passing

Space/Setting: Small space or an open space. This activity works well for transition times, as well as quiet time, such as pick up and drop off time

Equipment: Two balls (one small and one medium sized) Optional: paper and crayon (for diagrams)

Activity Instructions:

Set up:

1. Have the children sit in a small circle, ready to pass the small bunny.
2. Have a second ball, a bigger ball, ready to be passed around.

Warm up:

1. Have the children pass around one of the balls as fast as they can.
2. If they are not touching the ball they must slap their hands on the floor as fast as they can until the ball reaches them.
3. Go around the circle one or two times to allow them to practice moving the ball around as fast as they can.

Activity:

1. The bunny (small ball) is started first and is passed from person to person around the circle.
2. When the bunny is about half way around, the farmer (large ball) is started in the same direction.
3. The farmer can change directions to try and catch the bunny, but the bunny can only go one way, until the farmer changes direction.

Cool down:

1. On the last round have the children pass the balls in slow motion. Coaching them every few minutes to go slower and slower.

Tips:

1. Get the children involved by having them imagine the little ball is a beautiful newborn baby bunny that cannot be dropped and has to be passed very gently. Then, when the farmer starts, have the children imagine a big farmer trying to catch the bunny. This will allow the children to notice the difference between the little ball and the big ball, and what each ball represents.
2. If the child has trouble imagining what the little ball and the big ball represent, have the children draw pictures of the bunny and the farmer to tape onto the ball.

Adaptations:

1. For an older age group, have two little bunnies within the circle, and have the farmer chase both of them. Or, have two farmers, and one little bunny. This would be extremely difficult, especially if the child was only allowed to hold one ball at a time, and you were not allowed to skip over anybody!

Extension Ideas:

1. A caregiver is able to bring in a real bunny to the classroom, and the children are able to understand how to hold and take care of a real bunny.
2. Allow children to draw pictures of the farmer chasing the bunny in the arts and crafts centre. Or, have the children draw pictures of the bunny and the farmer to be placed on the ball.
3. Have the children create a real bunny chase out of puppets in the dramatic play area and have the children perform the play!

Activity Developed/Adapted by: Liz Kuran, ECCC 1285 Student

Activity Name: Rainbow Game

Age Group: 3+ years

Basic Skills: Running, hopping, galloping

Space/Setting: Large indoor or outdoor open space

Equipment: Make a large rainbow drawing/painting using large roles of paper. Include a boat on one side of the rainbow and land on the other side of the rainbow. Or draw a rainbow and use a toy boat and something green to represent land

Activity Instructions:

Set-up:

1. Place large picture of rainbow with the boat and land drawing in the middle of the open floor space.
2. Have the children remove shoes if possible, so they can play right on the picture without ripping it from the soles of their shoes.

Warm-up:

1. Do warm-up stretches: be still like water, make waves with arms, wave arms side to side like a rainbow. How deep is the water? Pretend there are waves?
2. Explain the game to the children and role model the game if necessary.

Activity:

1. Ask the children to make their way from the boat, find their way to the rainbow, and end at the land drawing.
2. In groups of 6 at a time, they will use various methods/ways to get to the land from the boat (e.g. running galloping, shaking, hopping).
3. The rainbow is the path they will use to find their way to the land. Everyone will meet and wait on land.

Cool Down:

1. Finish the activity by talking about finding land and resting on the grass.
2. Everyone will lie on the ground and pretend to feel grass, sand, and dirt.
3. Pretending to look up at the clear sky and feeling the sun, we will close our eyes and take deep breaths in and out.
4. Follow with breathing exercises while modeling appropriate behaviors.

Tips:

1. Ask the children about their favorite colour, get them to follow the path of the rainbow on their favorite colour

Adaptations:

1. More physically skilled children may bounce balls or use hula hoops as they make their way to get to the land.

Extension Ideas:

1. Provide an art experience such as colouring a rainbow.
2. Sing songs about colors at circle time; make up new colour songs with children.
   "Red and yellow, pink and blue, Purple and orange and indigo, I can sing a rainbow, I can sing a rainbow"

Activity Developed/Adapted by: Elaine Carle, ECCC 1285 Student

Activity Name: Ready, Aim, Throw

Age Group: 3+ years

Basic Skill: Throwing

Space/Setting: Large outdoor space: Flat

Equipment: Different sizes of balls, blocks to build a simple tower, tape for a standing line

Activity Instructions:

Set up:

1. Build a simple tower that would be easy enough for the children to knock over with a ball.
2. Tape a line several feet away from the tower for the children to stand behind.
3. Place the balls within easy reach of this standing line.
4. Invite the children to stand in a line, one behind the other behind the standing line.

Warm up:

1. Do some stretches for the arms and hands. A simple game for stretching the arms is to pretend you are a flower in the garden. Some ideas:
    - Tiger Lily: "Tiger lily ROAR!" On *roar*, have the children make claws with their hands and face a friend. Repeat this several times, relaxing the hands between roars and facing a new friend each time.
    - Snap Dragon: "SNAP dragon!" Have the children open their arms wide, one up and one down, and clap them together on *snap*. Repeat this several times.
    - Morning Glory: "Morning GLORY!" Start in a crouched position with your hands down between your knees and the backs of your hands facing each other. On *morning,* stand up while bringing your arms, still together, up your centre line and above your head. On *glory*, open your arms, arching them out to the side and ending up at your sides. Repeat several times.

Activity:

1. One at a time, the children will choose a ball and try to knock down the tower.
2. Give the children three chances with three different sizes of balls.
3. Once the child has knocked over the tower or had their three chances, they must retrieve the balls and place them back in the bin.

Cool down:

1. Have the children find a partner.
2. Sit on the ground facing each other, legs spread out and feet touching.
3. Roll a ball between each other. Get them to try and roll the ball as slowly as possible.

Tips:

1. If you have enough adults and materials, you can set up more than one tower to give the children more chances at knocking it down. This minimizes wait time for the children.

Adaptations:

1. For older children, build stronger towers or gradually have them step further and further back from the tower.

Extension Ideas:

1. Invite the children to try throwing the ball with their other arm.
2. Read books about sports that use arms for throwing.
3. Invite the children to try and build a tower that would be more difficult to knock over.

Activity Developed/Adapted by: Kristen Andersen, ECCC 1285 Student

Activity Name: Rectangle Rush

Age Group: 5+ years

Basic Skills: Running, jumping, skipping, hopping

Space/Setting: Grassy area

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Clean up any garbage or anything in the grassy area that may harm the children while playing.

Warm up:

1. Ask the children to make a circle around you.
2. Get them to do some stretches before starting the game, for example, reaching up to the sky and down to the ground, reach to the trees (or improvise) and reaching to the building. T
3. hen get them to do activities like running, jumping and skipping in place.

Activity:

1. Have children sit in a large rectangle, and number them 1-4, make sure that the children remember their number (ask them to repeat the number back to you after you have numbered everyone).
2. Call out two different numbers, and those children must stand and run around the rectangle. They must do two laps around the rectangle before they can sit down again.

Cool Down:

1. Have all children stand up and do some stretches, try calling out a number and have them think of a stretch after that number has demonstrated the stretch have all of the other children follow suit.
2. After all of the numbers have gone a few times each, call out all of the numbers and instead of getting the kids to run around the rectangle, direct them towards the door.

Tips:

1. Things to say to the children to get them interested and involved" "Hurry! Let's see who can go faster", "Run, use your legs", "Work together as a group to finish".
2. This game can also be played in a classroom or gym very easily, without much change to the activity itself. You would have to create enough space to run in and still play the game safely.

Adaptations:

1. If a child is playing with a disability, work the game around them. For example, if the child has a learning disability that makes it difficult for them to understand direction, when his/her number is called, have someone behind them who can call out their name and make sure that they know it's their turn.
2. You can also try using other things instead of numbers. For example, animals, letters, shapes.

Extension Ideas:

1. After a couple of rounds with the children running around, get them to hop, skip, or run backwards around the rectangle.
2. You can have them do a pushup after running before the children can sit down.
3. During the game, take pictures of the children playing, at circle time, ask the children what they liked about the game, write down all of the answers and then make a poster using both the pictures and the direct quotes from the children. Put the poster up in the room to showcase for their parents or as a reminder for themselves.

Activity Developed/Adapted by: Lynzey Brodziak, ECCC 1285 Student

Activity Name: Row Row, Row Your Boat

Age Group: 3+ years

Basic Skills: Balancing on a line while using arms to row

Space/Setting: Large open space

Equipment: Masking tape to mark a line, shovels or wooden spoons to use as oars

Activity Instructions:

Set-up:

1. Provide 2 sets of shovels to use as paddles/oars, and use masking tape to make a line to represent a stream or a river.

Warm-up:

1. Do warm-up stretches: put on pretend boat gear (rubber boots, rubber hat, coat, etc.), hop in the boat, make waves with arms, practice paddling with arms.
2. Follow with a discussion on where a boat goes, where does it not go? How fast should a boat go, how do you stop the boat?

Activity:

1. Ask the children to form a line so they can sail on the stream, one by one.
2. Explain where the stream is and where the boat may not go.
3. Provide shovels to use as paddles so they can row down the stream.
4. Sing "Row row, row your boat", as the children paddle down the stream.
5. Half way down another child can start rowing down the river.

Cool Down:

1. Finish the activity by asking the children to park the boat and find a pier to fish on.
2. Everyone will sit on the ground and pretend to go fishing.
3. Then everyone will be tried from rowing and fishing. Have the children relax with breathing exercises and some stretches to help us go home.
4. Model appropriate behaviors.

Adaptations:

1. Younger children may not have the ability to paddle, give them a choice to use shovels or use their arms.
2. You could also describe to the children that this is a fast or slow moving stream, or it has rapids and/or a water fall! Get the children to change their actions for the varying situations.

Extension Ideas:

1. At the water table provide some boats to enhance this activity.
2. Sing "Row row, row your boat" at circle time.

Activity Developed/Adapted by: Elaine Carle, ECCC 1285 Student

Activity Name: Shape Dancing

Age Group: 3+ years

Basic Skills: Balancing, running, walking

Space/Setting: Small space

Equipment: Different kinds of shapes in different colours on paper (one for each child), music and a music player

Activity Instructions:

Set up:

1. Prepare different kind of shapes in large sizes and smaller sizes such as diamonds, squares, triangles, rectangles, circles, and stars.
2. Label large size shapes and stick them on the floor around the room. Note: during the game, children will stand on the shapes, so laminating or using cardboard is recommended.
3. Have the children sit in a circle and show them all the small shapes and let them tell you what's the shape is and what colour it is.
4. Give each child one of the shapes.

Warm up:

1. Have all the children go to a shape you name and do a specified action, for example on the circle you have to hop 5 times, on the square you have to do 5 jumping jacks.
2. This will help with shape recognition and will get them physically active.

Activity:

1. Have the children stand up and hold on to their shape.
2. Have them dance around in the space while listening to the music.
3. You can cue them to walk fast or slow or to jump or dance to the beat of the music.
4. When the music stops, children have to find the shape and stand beside the shape that is same as what they have on their hand.
5. You can do this several times, but have the children trade shapes between rounds.

Cool down:

1. At the end of the activity, ask children to hand in their shape, and continue to move along with the music.
2. When the music stops ask the children to sit on the floor.

Tips:

1. Teach the children different shapes and color before this activity so that they will have the idea of different shapes and colors. This activity can help them to recognize different shape and color in a fun way.
2. With younger children, make the same shapes in the same color. When you with older children, you can make the same shapes have different colors

Extension:

1. You can use the same concept but use letters or numbers, or their names.
2. You can also try changing the music speed: fast or slow during their movements and encouraging them to move at the same pace.

Activity Developed/Adapted by: Winnie Tan, ECCC 1285 Student

Activity Name: Shark Attack

Age Group: 4+ years

Basic Skill: Running

Space/Setting: Large open space that will be safe for running, but clear boundaries so children have an understanding of where to stop. This game would be ideally played in a park that is fenced in so children do not get caught up in the excitement and run into the street

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Be sure to point out or mark the boundaries with permanent objects like trees, benches, or grass.
2. Designate four corners to act as each groups 'home.'
3. When introducing the activity it is best to be really enthusiastic and really bring life to the game through your vocal, facial, and body expression.
4. Ask the children to list four different animals that live in the sea (excluding a shark).

Warm up:

1. Have the children practice swimming like that animal. Encourage creativity.

Activity:

1. Divide the children into four groups. Give each group a designated 'home' and species of animal (that the children brainstormed in the introduction) to proceed to.
2. The teacher(s) or caregiver(s) will be the shark, and the shark will call out one of the four animal species.
3. When the teacher calls out "EELS" all of the previously designated eels, will run, with in the pre-described boundary, and the 'shark' will try and catch the 'eels.' When the 'shark' catches the 'eels' one at a time, they will head back to their 'home.'
4. The 'shark' will continue to call out all four of the species of animals one at a time.
5. When the teacher calls "OCEAN SCRAMBLE" all four of the species run around until they are caught by the 'shark.'

Cool Down:

1. After the last "ocean scramble", have all the animals swim home and take a rest.

Tips:

1. To ensure the boundaries are clear, use cones or streamers to mark off a square or rectangular area to play the game in.
2. Allow the children to run for a while and burn off some steam before you catch them.
3. This activity could be played indoors if there is a gymnasium available for use.

Adaptations:

1. You could change the game from 'Shark attack' to 'Jungle Fever' and make the four groups out of animals that live in the jungle – tiger, lion, snakes, etc.. You could also do a farm theme, or Alaskan theme.
2. Instead of running around after your species is called, you could change it to walking backwards, skipping, hopping, crawling, or the crab walk. But remember, the teacher or caregiver has to do the same!

Extension Ideas:

1. Bring in books about the animals the children came up with. You can even read or use the book to strike up conversation during the cool down.

2. Create a group collage to display in the room. Base the collage on the theme you chose for the game (farm, ocean, jungle, etc).
3. During the game, the children could act like the animal species they are. For example if the theme was jungle fever, the snakes would slither around until they are caught.

Activity Developed/Adapted by: Candace Klyne, ECCC 1285 Student

Activity Name: Shark Water

Age Group: 3+ years

Basic Skills: Balancing, throwing

Space/Setting: Small space

Equipment: Bean bags (one for every child), a bucket, a shark puppet or a picture, a beam or string and a blue blanket. Beach accessories (optional)

Activity Instructions:

Set up:

1. Put a blue blanket on the floor to represent the water.
2. Set up a balancing beam with wood or string for the children to walk across the water, with a bucket at one end.
3. You can also set up a beach scene around the "water" with an assortment of beach accessories that could encourage imaginative play after the game has been completed.

Warm up:

1. Have the children practice different ways of crossing the balancing beam. (Forward with one foot in front of each other, forward with each foot touching, sideways, etc.)
2. You can do this on the floor without the balancing beam so all children can participate at the same time.
3. Have them come up with ways of crossing the water.

Activity:

1. Introduce the activity by explaining the setting and the rules with a shark puppet or picture of a shark.
2. Have the sharks tell the children that he lost his food (the bean bag) and ask the children if they can help him get his food back in the bucket.
3. Demonstrate that they need to bring the food to the sharks by crossing a bridge (the beam)
4. Throwing the food in the bucket on the other side of the beam
5. Returning back to the beach by crossing the beam and touching the next child to tell them it is their turn.
6. Everyone should have their own bean bag to carry.
7. Explain that they need to be careful not to fall in the water!

Cool Down:

1. Have children pretend to swim in the water, then go back to the beach and dry off with a pretend towel, etc.
2. The shark puppet could even come back for a thank you message, giving a positive feedback to every child.

Adaptations:

1. For children who have a higher skill level, you could put three buckets with different colors on them. The children need to match their bean bag color with the right bucket.
2. For children who have a higher skill level you could challenge them to cross the bridge backwards on their way back to the beach.

Extension Ideas:

1. The beach and the sea settings could be an open center for the children at the end of the activity for their own exploration.

Activity Developed/Adapted by: Karine Brazeau, ECCC 1285 Student

Activity Name: Snakes in the Grass

Age Group: 4+ years

Basic Skills: Running, hopping, wiggling, stretching

Space/Setting: Large open space: Gymnasium (if possible) or a room with the chairs and tables pushed away to make a space large enough for the children to run in without getting hurt

Equipment: Tape or rope to mark off areas

Activity Instructions:

Set up:

1. Use tape to mark out a square area on the ground large enough for the children to run in without being too crowded.

Warm up:

1. Show the children the space and help them develop the concept of staying within the area by asking them to step into the area and out of the area, jump into the area and out and put one foot in the area and one out; reinforce the idea by saying that inside of the tape (rope) is a jungle where snakes live and outside is the city and snakes can't live there.

Activity:

1. Choose two children to be snakes, ask them to lie down on their stomachs away from one another.
2. Explain the game to the children by saying that the children have to rest a hand on one of the two "snakes", when "snakes in the grass" is called, the children have to run away from the "snakes" without going outside of the designated area, when a "snake" slithers and touches a child, that child becomes a snake as well and has to lie down and try to catch the other children, also, if a child goes out of the area (jungle) they become a snake as well.
3. Play the game until all but one or two children are caught.

Wrap-Up/Cool Down:

1. Ask the children to quietly, "slither" back to the classroom (if in the gym) or into a circle, or if it is home time, get the children to get ready for home time as snake-like (quiet and fast) as possible.

Tips:

1. Things to say to get the children interested and involved in the activity: "What kind of an animal has no legs, and lives in the grass?" "Can everyone show me how good they can wiggle through the grass?" "How do snakes move?" "Show me how snakes would move through the grass"
2. This activity could also be used outdoors during nice weather. The children would get the chance to extend their imaginations and crawl through real grass.

Extension Ideas:

1. Ask the children to move like different animals through the jungle or roped off area. For example, hop like a bunny or crawl like a caterpillar.
2. After doing the activity, go into the room and ask the children to draw what they looked like when they were playing the game, this leaves more options open for what the children can draw. For example, they can draw someone wiggling or running, or even just wiggling lines.
3. Read a book about the different ways that animals move. For example, Do Goldfish Gallop? A Book About Animal Movement by Michael Dahl.

Activity Developed/Adapted by: Lynzey Brodziak, ECCC 1285 Student

Activity Name: Snow Angel Tag

Age Group: 3+ years

Basic Skills: Running, stretching

Space/Setting: Outdoors during the winter

Equipment: No equipment necessary

Activity Instructions:

Set-up:

1. Make sure that the weather is nice since the game is meant for outside, and that there is a good amount of snow on the ground.

Warm-up:

1. Get the children to line up on one side of the play area.
2. When signaled (whistle or yell) the children are to run across the area, lie down, make a snow angel, and then run back to the start.
3. Do this a couple times so the children get warmed up.

Activity:

1. One or two children are chosen to be "it" these children must run around the play area and try to tag the other children.
2. When the children are tagged, they must lie down and create a snow angel and then wait for one of the children to come and free them by touching them.

Cool Down:

1. After the game has been played a few times, get the children to line up at the opposite end of the area from the door they are going in through.
2. At the signal, get the children to run back across the area, lay down and have the children make snow angels in slow motion, getting them to calm down.
3. Try some breathing exercises or get them to draw designs in the snow. After they finish they can go inside.

Adaptations:

1. If the children who are paying the game are having difficulties or are struggling to play, play alongside them, or get the children to play with a "buddy" the same rules would apply except if one partner gets tagged, the other person must also lay down and do a snow angel, after they have both done them, they are automatically safe and can continue playing the game.

Extension Ideas:

1. Instead of getting the children to do a snow angel and then wait to get tagged back into the game, they can do a snow angel and then do either 10 jumping jacks or 10 crouch and jumps to get back into the game.
2. After the game has been played, create an art activity around the game. For example, get blue pieces of paper, chalk, cotton balls, glue, and sparkles, and get the children to create a snow angel out of art materials. Ask them what they liked about the game and scribe it for them on the paper, then hang them throughout the room.

Activity Developed/Adapted by: Lynzey Brodziak, ECCC 1285 Student

Activity Name: Sports Club

Age Group: 4+ years

Basic Skills: Throwing, kicking, running

Space/Setting: Large open space

Equipment: No equipment needed – based on children's imagination and physical abilities

Activity Instructions:

Set up:

1. Have children find a space without touching other children in a large open area

Warm up:

1. Have a variety of sports related cut outs from magazines or coloring pages to show children.
2. Ask the children to demonstrate their favorite sports through actions.

Activity:

1. Teacher calls out a specific sport and students must demonstrate the action for 15 to 30 seconds. For example an "ice skater" and students skate around or a "boxer" and students may move their feet quickly as they throw imaginary punches towards a wall.
2. Teacher continues to call out sports and the children model the actions.

Cool down:

1. Talk about yoga as a sport and practice yoga poses and stretches.
2. Search for children's yoga for appropriate ideas and adaptations.

Adaptations:

1. If children are shy or uneasy try demonstrating the actions and encourage them to copy you.
2. Have some sports anthems playing in the back ground to get the children into the activity.

Extension Ideas:

1. Have athlete dress up clothes (track pants, sport shorts, jerseys, sweat bands, running shoes, sports equipment etc.) in the dramatic play area so children can use their imagination to be athletes during free time.
2. Try getting the children to choose a few different sports.
3. Create drawings and stories about the children's favorite sports using a variety of craft materials to enhance creativity.

Activity Developed/Adapted by: Angela Attwood, ECCC 1285 Student

Activity Name: Stampede

Age Group: 4+ years

Basic Skill: Running

Space/Setting: Large outdoor open space

Equipment: No equipment needed

Activity Instructions:

Set up:

1. Put the children into 4 or 5 groups.
2. Demonstrate to the children how to play.
3. Tell the children to secretly choose an animal in their groups.

Warm up:

1. Have children practice moving like different animals.
2. Run life a cheetah, hop like a bunny etc.

Activity:

1. Put a group of children in the middle of all the other groups. Make sure there is a large space in between each group.
2. One of the groups on the outside will begin to walk to the center (where the group in the middle is). The group must walk like the animal and make animal sounds of the animal the group has chosen.
3. The group in the middle must begin to guess the animal that they think the other group is.
4. As soon as they guess correctly the animal group must run back to where their spot is while the group in the middle must try and catch them.
5. If the group does not catch any of them they must stay in the middle and try the next group! If the children are having trouble catching the animals step in and join the team.
6. Have all the children run around as their favorite animals when you call "SAMPEDE!"

Cool Down:

1. After they have run for a bit tell the children to walk like the animal they have chosen.
2. This will allow the children to calm down after playing a high-energy game.
3. Try stretching like their favorite animals.

Adaptations:

1. For older children you can have them do actions only. Eliminating sound may make it more difficult for the children to guess the animals.

Extension Ideas:

1. Talk about animals and explain the term 'stampede', identifying animal sounds and movements.
2. Put the children in their groups during art and have them draw pictures of their favorite animals

Activity Developed/Adapted by: Sabrina Aldercroft, ECCC 1285 Student

Activity Name: Suitcase Relay

Age Group: 5+ years

Basic Skill: Running

Space/Setting: Small space

Equipment: A small suitcase or bag for each team, mismatched clothing, including footwear (high heels, flippers, slippers) an extra-large item (big shirt or coat), and a funny accessory such as goggles, mismatched knee high socks or a shower cap

Activity Instructions:

Set up:

1. Pack two suitcases with a collection of a variety of mismatched clothing while keeping in mind that each suitcase has equal pieces of clothing.
2. Set up a starting line and a finish line with ropes.
3. Divide the children into two teams, with the same amount of children on each team.

Warm up:

1. Have the children practice the relay without using the clothing first, so they understand the concept.
2. Get them to run to the finish line and back to tag a team mate, if needed model the concept.

Activity:

1. Have the children line up in their teams and the first child of each team runs towards the suitcase.
2. When the two children reach the suitcases they open the suitcase and put on every item of clothing and pick up the suitcase and run back to the starting line.
3. As soon as they are finished have them undress, put all the clothes back in the suitcase, close it, and hand it off to the next person in line.
4. The next child in line repeats the steps and continues to pass the suitcase on to the next child in line.
5. The game continues until all the children have had a turn.

Cool Down:

1. Have the children do some basic stretches and deep breathing.

Tips:

1. For this age group, children may need assistance with clothing therefore adults need to position themselves nearby
2. Try using cones to identify the starting line and finish line.

Extensions:

1. Try getting the children to do different actions on their way to and from the finish line. For example have the second runner hop to suitcase of clothes and hop back when he or she is dressed or have the children run backwards to the suitcase and when they are dressed have them run backwards back to their team etc.
2. When child has run to the suitcase and is time to get dressed, have child clothes their eyes and use their sense of touch to get dressed.
3. Provide the clothes and suitcase as props during free play.

Activity Developed/Adapted by: Angela Attwood, ECCC 1285 Student

Activity Name: "Teddy Bear, Teddy Bear"

Age Group: 2+ years

Basic Skills: Jumping**,** balancing

Space/Setting: Small or large space: A large space is ideal so the children can move around freely but you may also do this on the spot. If it's done in a large space, you can incorporate the equipment

Equipment: Optional: A slide/climber and other large props available

Activity Instructions:

Set up:

1. Begin the activity by telling the parents (in advance) to bring in their child's teddy bear, or just bring one for you (the caregiver).

Warm up:

1. Have the children used their teddy bears to do a warm up, or have them act like teddy bears.
2. Have them do actions such as marching on the spot, marching with your feet wide apart then close together, etc.

Activity:

1. Invite the children over and start singing the song (see below) and imitate the actions with your bear.
2. Afterward, put your bear down and tell the children he is tired. Then invite the children to be teddy bears!
3. You can role model the actions for them. There are several versions of this song you can sing. (see below)
4. Make sure to really exaggerate the actions and sing the song slowly so the children can follow along easily.

Cool down:

1. Have the children stretch with their teddy bears in hand and slowly transition to the next activity.

Tips:

1. You can use the teddy bear game to help transition the children. If it's time to wash their hands you can say "teddy bears, teddy bears, wash your hands!"
2. Sing clearly and slowly so the children can understand what action is required of them. Give them a few minutes to perform each action so they aren't just standing around while you sing.

Adaptations:

1. For children with a lower skill level, concentrate on the simpler version (#2) and really role model the actions for them or help them complete the actions if need be.

Extension Ideas:

1. Have a "teddy bear day." Let the children bring teddies from home. They are invited everywhere with the children. Pick a teddy bear song off *http://www.dltk-kids.com/crafts/teddy/songs.html*. Have a teddy bear picnic for lunch!
2. Children not so fond of bears? Become cats, dogs, robots, any animal can be used in place of teddy bears

Song:

#1. Teddy Bear, Teddy Bear, turn around!
Teddy Bear, Teddy Bear, touch the ground!

Teddy Bear, Teddy Bear, show your shoe!
Teddy Bear, Teddy Bear, that will do!
Teddy Bear, Teddy Bear, climb up the stairs! (Go through climber)
Teddy Bear, Teddy Bear, say your prayers! (Bow)
Teddy Bear, Teddy Bear, turn out the lights! (Flap your hand)
Teddy Bear, Teddy Bear, say good-night! (Spread arms wide)

#2. Teddy Bear, Teddy Bear, turn around,
Teddy Bear, Teddy Bear, touch the ground,
Teddy Bear, Teddy Bear, reach up high
Teddy Bear, Teddy Bear, wink one eye,
Teddy Bear, Teddy Bear, slap your knees,
Teddy Bear, Teddy Bear, sit down please.

Activity Developed/Adapted by: Alex Kisio, ECCC 1285 Student

Activity Name: Traffic Police Officer: Stop and Go

Age Group: 4+ years

Basic Skills: Running, jumping, hopping

Space/Setting: Large open space

Equipment: Two large pieces of rope

Activity Instructions:

Set up:

1. Lay out the two pieces of rope parallel to each other (a good distance apart, 30 or more feet).
2. Pick one child to be the police officer.
3. The police officer should stand behind one of the lines.
4. Get the rest of the children to stand behind the other rope, facing the Police Officer.

Warm up:

1. First demonstrate to the children how the game is played, describing the rules to the children.
2. Make sure that the children repeat the steps involved in the game and the rules that they need to follow (so that you know that they understand how the game is played).
3. Emphasize that the point of this game is to be the first successful child to cross the rope, by following the red light, green commands from the police officer.
4. Possibly have a brief discussion about traffic lights. i.e.: What to do when you see a red light or green light?
5. Then have them act out a movement such as hopping and yell out red light when you want them to stop. Do this a few times on the spot before playing the game.

Activity:

1. The police officer shouts out green light. The police officer counts to five out loud (quickly).
2. Meanwhile, the other players must run quickly towards the Police Officer.
3. When the police officer reaches five, he/she should shout red light.
4. The rest of the children should freeze instantly when they hear the phrase red light.
5. If a player is caught moving by the police officer, they must return to the starting line.
6. The child that successfully crosses the rope that the police officer is standing behind gets to take the position of the police officer.
7. A new round of the game starts.

Cool down:

1. Get the children to stand in a circle for the last round.
2. At first, the adult could ask the children to use large gross motor movement (such as galloping) as they moved around in the circle.
3. The adult could then get the child to slow down their movement (walking and then crawl around the circle).
4. Finally, the adult could shout out red light and have the children freeze in their spot.

Tips:

1. Model the activity if the child doesn't understand the concept. i.e.: demonstrate the actions of the windshield wipers by moving the arms back and forth.
2. Try doing this activity inside, using tape on the floor instead of rope.

Adaptations:

1. For younger children you may want to have the police officer hold up a piece of red paper and a piece of green paper (that says Red & Green on them). This would help the children learn their colors and have a better understanding of when they should move or stop.
2. For older children, have the children that are heading back to the start line hop, skip, or jump their way back.

Extension Ideas:

1. Have a police officer or traffic officer come visit the centre.
2. Get the children to do different movements each time green light is called out. i.e.: hop with one foot/ two feet (flat tire), move arms back and forth (windshield wipers), push arm in a downward motion (honking horn), sliding and twisting body (sliding on slippery roads), etc.
3. Incorporate a circle time discussion about safety and what different signs mean.
4. Get the children to make their own car out of a cardboard box and use it when playing.

Activity Developed/Adapted by: Lynette Mathies, ECCC 1285 Student

Activity Name: Walking, Walking

Age Group: 2+ years

Basic Skills: Running, hopping

Space/Setting: Small space: Large enough space for all children to form a circle

Equipment: No equipment necessary

Activity Instructions:

Set up:

1. Get the children to gather around in a circle.

Warm up:

1. Sing the song to the children first and model how you do the actions, as you sing them in the song.
2. Talk about the actions and show them to the children, if the younger children do not understand, get them to practice the movements without singing the song.

Activity:

1. Everyone begins to walk around in a circle.
2. Sing the song for the children. If the children are old enough, they can sing along too.
3. As you sing, everyone does the actions as, the words come up in the song. (See song below)
4. The song can be repeated, as many times as the children would like.

Cool down:

1. As you sing the last verse of the song for the final time, the children will come to a stop.
2. Have them sit down where they are and move onto other favorite circle-time songs.

(Sung to the tune of "Frere Jacques")
Walking, walking,
Walking, walking,
Hop, hop, hop!
Hop, hop, hop!
Running, running, running,
Running, running, running,
Now we stop.
Now we stop.

Tips:

1. Be a role model for the children. Do not just sing the song, do the actions with the children too.
2. Speed up or slow down the rhythm of the song, to keep the children's interest.

Adaptations:

1. If the children find the actions of the song too easy, add new skills, such as:

Running, Running	Turning around
Running, Running,	Turning around
Leap, leap, leap	Now we stop
Leap, leap, leap	Now we stop

Activity Developed/Adapted by: Tiffany Dibble, ECCC 1285 Student

Activity Name: Where are you Miss _____? (Your name goes here)

Age Group: 3+ years

Basic Skills: Running, hopping, jumping

Space/Setting: Large open space

Equipment: No equipment needed

Activity Instructions:

Set up:

1. Have the children on one side of the gym and you stand on the other side.

Warm up:

1. Have a discussion with the children about the different places in the world.
2. Have the children help you think of different modes of transportation and actions to go along with them.
3. Practice the actions before starting the game.

Activity:

1. You are on the opposite sides of the gym from the children as the children shout to you "Where are you Miss _____?"
2. You respond with "I am in Germany" (for an example).
3. The children then repeat where you said you were. "Germany!" They then say "How do we get there"?
4. You respond with a mode of transportation. For example you can say you flew there in an airplane.
5. Then the children fly across the gym to the side you are on like an airplane.
6. Or you can say you swam across the ocean to get there.
7. The children would then make swimming motions with their arms to the other side of the gym to where you are standing. More examples: hopped like a frog, stomped like a dinosaur, swam like a fish, walked like a penguin etc.
8. Once all the children are on the same side you are, you then run/walk to the other side and the children remain on the side they are on and you repeat the process.

Wrap up:

1. For the last round have the children get there through quick sand.
2. Coach them to move slowly as if they were getting suck.
3. Other options are through deep snow or mud or on the back of a snail or turtle.
4. Ask the children which place they liked travelling to the best and what was their favorite way to travel.

Tips:

1. You can have the children suggest other places to go to see what they know about other places in the world.

Adaptations:

1. With younger children, you can use much more simple actions such as, running, jumping like a frog. You should also show them the motion from where you are standing.
2. With older children, incorporate sounds to go with the way they are travelling to you.

Extension Ideas:

1. Create a map of the world. Have the children colour in the countries that were travelled to.

Activity Developed/Adapted by: Kalina Wenzel, ECCC 1285 Student

Activity Name: Where's North

Age Group: 5+ years

Basic Skills: Skipping, hopping, jumping

Space/Setting: Large open space

Equipment: North, South, East and West labels to attach to corners of the large open space

Activity Instructions:

Set up:

1. Creates labels N for North, E for East and S for South and W for West and attach them to four different corners in the outdoor space.

Warm up:

1. Get the children to run in the direction you say (North, south, East, and West), to get them used to the different directions.

Activity:

1. Request that the children do a specific action in a specific direction.
2. The children need to demonstrate the action and head in the right direction. For example "walk backwards to the west." Children look for direction label and demonstrate the specified action in the correct direction.

Cool down: Have the children do the activities in slow motion.
And do some basic stretches by pointing in the specified direction.

Tips:

1. Have a compass and explain to children what direction they are in and where they need to get to.

Adaptations:

1. If children in this age group are finding activity challenging you can adapt activity by using concepts such as frontward, backward, right, and left.

Extension Ideas:

1. Have a compass available for the children to explore directions during free time.
2. Instead of doing a variety of physical movements have children act, hop, and run like different animals.
3. Do map activities while focusing on and talking about north, south, east, and west.

Activity Developed/Adapted by: Angela Attwood, ECCC 1285 Student

Annotated Resource List

Activity Books and Resources for Child Caregivers:

Websites:

Action games. (2001). Retrieved October 08, 2008, from

http://www.childrenparty.com/partygames/actiongames.html#Musical%20Island

A list of activities that can be played indoors with very little space. Most activities have an age range above 5 years, but simple adaptation will simplify the activity to suit younger children.

Active Kids Club. (2007). Retrieved July 25, 2008, from Active Kids Club Web site:

http://www.activekidsclub.com/index.html

This is a website with ideas for every season, that take place outside in all kinds of weather conditions. “No bad weather… just bad clothing”. A group of mom’s who have gotten together to try out various activities in a local park with their preschool aged children every week and have now created a website for parents that include the successful activities.

Act Now BC, Retrieved July 25, 2008, from Silken's Active Kids Web site:

http://www.silkensactivekids.ca/Content/Home.asp?langid=1

This is a website that encourages and supports communities to get involved in promoting physical activity through free play. Ideas, success stories and resources are among the categories you will find when browsing the website. The website has a great set up to look for various types of activities. There is a searchable games library where you can search for activities using various types of criteria. (Materials needed, location, etc.)

Busy Teachers Café (2008). Retrieved October 20, 2008 from: http://www.busyteacherscafe.com

A website for teachers and educators that contains good ideas for physical activity and extensions. Although activities are geared toward K-6, many activities would be suitable with adaptations.

De Spirt, Debbie (2007, 11, 5). Kindergarten physical education: Daily physical activities to keep kids

moving. Retrieved January 21, 2009, from Suite 101 Web site: http://teachers-subject-

guides.suite101.com/article.cfm/kindergarten_physical_education

“Kindergarten and preschool physical activities to get kids moving and learning.”

Doucet, Carole (2007). *Promoting active play for families of preschoolers*. Calgary, AB: Calgary Health

Region.

Educational activities. (2008). Retrieved October08, 2008, from

http://www.education.com/activity/kindergarten

A list of activities designed for preschool aged children intended to develop the skills they need to get ready to go to Kindergarten.

Group Games, (2007). Follow the leader. Retrieved January 21, 2009, from Group games: A collection of

the best group games and ice breakers Web site: http://www.group-games.com/action-

games/follow-the-leader.html

A website where group game ideas can be submitted and shared. Games are sorted by recommended age group and set up and clean up requirements.

Pleasantville Preschool Staff, (2006). Nursery Rhyme Olympics. Retrieved January 21, 2009, from A to Z

Teacher Stuff Web site: http://www.atozteacherstuff.com/pages/243.shtml

A website designed for teachers Preschool-Grade 2 with various ideas and lesson plans. Many activities could be adapted for children ages 3-5 years.

The Nemours Foundation. (2008, October). *Games for toddlers*. Retrieved October 17, 2008, from

KidsHealth:

http://kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&article_set=45646&cat_id=163&

This is an article reviewed by the Kids Health website that states the importance of and contains activities for gross motor games for toddlers.

Ultimate Camp Resource (2008). Indy five hundred. *Camp activities.* Retrieved on October 20, 2008 from

http://www.ultimatecampresource.com/site/camp-activity/indy-five-hundred.html

This is a website designed for camp coordinators. It has various age appropriate interactive games you may have participated in as a child, or some new and creative games that you could try out and explore.

United Stated Department of Agriculture, Food and Nutrition Services (2008, 07, 31). Activity Games.

Retrieved August 6, 2008, Web site:

http://www.fns.usda.gov/eatsmartplayhardkids/Playground/activitygames.htm

A good website designed for children. It includes positive messages about healthy practices, online activities for nutrition, and several easy ideas to get physically active. Activities are simple and use household equipment and materials and are developed to work on basic skills.

Books:

Alberta Mental Health Board, (2008). *The bounce back book: Building resiliency skills in your preschooler*.

Edmonton, AB.

The Bounce Back Book offers tips for parents and caregivers through each stage of child development through ages 2-4. There are activities that intend to build and develop self confidence, problem solving skills, emotional regulation, and empathy. Some of these activities are physically active and others may not be.

Community Based Initiatives to Promote Healthy Activity, Eating and Body Image for Toddlers and

Preschoolers. (2007).

This is a good resource that outlines several health related initiatives currently taking place in Calgary. It talks about who the initiative targets, gives a brief description as well as contact information in order to find out more information.

Charner, Kathy (1996). *The giant encyclopedia of circle time and group activities for children 3-6*.

Maryland: Gryphon House.

This is a large book of activities for children that are arranged by categories of interest and are also categorized by age appropriateness. Activities clearly outline materials, and instructions, but because of the wide range of materials and lengthy preparation time some activities need to be planned well in advance.

Charner, K., Murphy, M., & Ford, J. (2005). *The giant Encyclopedia of transition activities*. Beltsville, MD:

Gryphon House.

This is a great book considering the fact that children spend most of their time in transition waiting for the next activity to take place. It has ideas for many sorts of situations and is categorized by interest and age appropriateness. Many of the ideas are songs with actions.

Feldman, Jean (2000). *Transition tips and tricks for teachers*. Beltsville, Maryland: Gryphon House.

"Attention-grabbing, creative activities that are sure to become classroom favorites". This is a great book considering the fact that children spend most of their time in transition waiting for the next activity to take place. In most cases these are catchy rhymes or songs with built in actions.

Goldberg, Sally (2002). *Make your own preschool games: A personalized play and learn program*.

Massachusetts: Perseus Publishing.

This is a book that outlines ideas for home made games, using various household objects. There is one chapter that is for creating games specifically for motor development.

Gould , P. , & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville, MD: Gryphon House.

This is excellent for any caregivers who have children with any type of learning disability or physical disability in their care. It offers suggestion on how to make the whole classroom environment inclusive of all children, with varying levels of abilities.

Gregson, Bob (1984). *The outdoor games book*. Michigan: Fearon Teacher Aids; Frank Schaffer Publications.

This book contains creative games and experiments, which may or may not be physically active in the following settings:
- Sun Days
- Show Shows
- Air Rites
- Tight Spots
- Wide Open Spaces

Kuffner, T. (1998). Surviving your preschooler: 365 creative games and activities to occupy your three to six year old. Coquitlam, British Columbia: Web com press.

This book contains a variety of outdoor and indoor physical activities for children between three and six years of age. The book describes three hundred and sixty five activities to help encourage a child's physical, mental, and emotional growth.

Miller , Karen (1989). *The outside play and learning book: Activities for young children*. Maryland: Gryphon House.

This is a book of activities for outdoor play; it contains suggestions for various types of outdoor conditions. (Grass, concrete, sand, etc.)

Moomaw, Sally (1997). *More than singing: Discovering music in preschool and Kindergarten*. St Paul, MN: Redleaf Press.

This book has a good chapter on movement in songs and clearly illustrates and explains songs with actions. In general it is to be used in various situations as extensions to the children's specific areas of interest.

Nova Scotia Health Promotion. (2005). *Active Living for Early Childhood* (2nd ed.) [Brochure]. Halifax, NS.

Part of Nova Scotia's Active Kids, Healthy Kids initiative, this resource suggests ways for childcare operators and staff to increase physical activity in their programs.

Patrick K, Spear B, Holt K, Sofka D, eds. 2001. *Bright Futures in Practice: Physical Activity.* Arlington, VA:

National Center for Education in Maternal and Child Health.

This is a great resource; it targets all populations and all sorts of professionals and community members. It has a great chapter on Building partnerships to promote physical activity, a chapter specific to early child hood physical activity and has some great tools such as; definitions of physical activity, appropriate physical activity for children, and a section with some great physical activity resources.

Seefeldt, Carol (2001). *Playing to learn: Activities and experiences that build learning connections*.

Maryland: Gryphon House Book.

This book contains creative games and ideas, which may or may not be physically active in the following settings:
- Wet and Rainy Day
- Hot and Sunny Day
- Windy Day
- Perfectly Beautiful Day
- Day when you have to wait
- Day when things go wrong
- Day when you take a walk
- Birthday

Silberg, J., & Schiller, P. (2002). *The complete book of rhymes, songs, poems, finger plays and chants*

.Beltsville, MD: Gryphon House.

This is a large book with + 700 songs in alphabetical order, in which some songs include actions and movements to accompany them. When trying to implement some of the songs it can be difficult to retrieve the rhythm.

SPARC (Sports and Recreation New Zealand). (2004). *An Introduction to Active Movement* [Brochure].

Wellington: Hihiko, Koringa.

A very good resource form New Zealand that outlines their plan to get all citizens more physically active. It contains a good section on recommendations for the center educator and for parents of preschool aged children.

Warner, Penny (1998). *The Big Book of Party and Holiday Fun.* Minnesota: Meadowbrook Press

Warren, B. (1996). *Drama games* (2nd ed.). Captus Press. North York, Ontario.

West, S., & Cox, A. (2001). *Sand & water play* .Beltsville: Gryphon House.

This book contains simple creative activities for young children using the properties of sand and water. Some of these activities may or may not be considered physically active.

Wilmes, L., & Wilmes, D. (1985). *Parachute play: For indoor/outdoor fun*. Illinois: A building blocks

Publication.

This book is a list of game to play with a parachute or blanket. Most of the activities would be considered physically active. There are ideas for both indoor and outdoor fun.

Woodfield, M. W. (2005). It's wiggle time!: Cooperative activities to encourage movement. Greensboro:

Carson-Dellosa.

This is a book that has many movement activities for young children that relate to different themes, such as emotions.