A Hop, Skip and a Jump: Enhancing Physical Literacy (2nd Edition)
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Foreword

To grow up healthy, to develop to their full potential, and to thrive, children need to be physically active. They need to use the big muscles of their bodies in vigorous play, and need the opportunity to learn fundamental movement skills that will help them play with their peers. They also need to be around active adult role models.

Each year the number of inactive children in Canada grows, and this is contributing to the epidemic of childhood obesity; an epidemic that robs children of the joy of play, and sets them up for serious, long-term, health problems.

There is no “magic bullet” for making children healthier, but there are three things that can be done that we know will make a difference:

• Making better food choices - increasing the amount of fruit and vegetables that children eat,
• Reducing screen time - reducing the time that children (especially young children) spend watching television, DVDs, computers, and other electronic media, and
• Increasing children’s opportunities for active play.

This manual is designed to help parents, early childhood educators, and others who are responsible for young children, to provide simple, safe and enjoyable activities that will help children learn fundamental movement skills and increase their opportunities for play.

Learning fundamental movement skills is critically important for two reasons. When children master movement skills they feel confident, can join in and play with their peers, and feel “in control” of their environment. Learning fundamental movement skills through fun activities and games also builds important connections in the child’s brain, and establishes a solid foundation for future learning.

Canada is trying to re-invent the way that young children engage in physical activity through the Canadian Sport for Life movement¹, and this document shows what caregivers can do to contribute to improving the lives of young children when they help them engage in positive, enjoyable, physical activities.

Colin Higgs, Ph.D.
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Member, Canadian Sport for Life Expert Group

¹ For more information see www.canadiansportforlife.ca
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Introduction

This resource manual is designed to support Early Childhood Educators (ECEs) working in group child care settings to introduce children in the early years to safe and playful environments in which they can explore a wide range of physical activities. The resource is intended to promote increased daily physical activity amongst preschool children and to enhance their physical literacy development. It provides specific activities for each of the 10 physical literacy skills as well as a variety of activities that promote broader physical literacy development. All suggestions promote physical activity for the children.

Physical activity for children - why does it matter?

Physical activity supports the overall development of the child in a wide variety of ways. Here are some examples.

Physical, cognitive, social and emotional development:
- gross motor skills
- fine motor skills
- coordination
- posture
- mental health
- self-esteem
- problem solving
- focus

Brain development:
- concentration
- self regulation
- self control
- peer influence
- social skills
- self awareness
- awareness of others
- imagination

Physical health:
- healthy bodies – strong bones and muscles
- healthy hearts
- promotes healthy weight
- move skillfully - strength, agility, balance, endurance, flexibility
- stress management

Guidance:
- more than burning off energy
- better able to engage in quiet activities
- better impulse control leading to more positive behaviours
- improves sleep

Many people assume that young children have lots of opportunity to be physically active. However, many young children are not active or competent and confident movers. Not being active in the early years may mean children do not develop well physically, have poor self-awareness and over time create an unwillingness to participate in sport and recreational activities.

In Canada, childhood obesity and physical inactivity are at all-time high levels. ECEs who engage toddlers and preschool children in high quality physical activities play a key role in helping young children’s physical literacy growth and encouraging an active lifestyle now and into the future.
Physical activity for children - how much do they need?

Early Childhood Educators (ECE) should plan a fun, safe physically active environment for children. The National Association for Sport and Physical Education (NASPE, 2002) guidelines state:

- infants should be placed in settings that encourage and stimulate movement experiences and active play for short periods of time several times each day
- toddlers should get at least 30 minutes of structured physical activity a day as well as 60+ minutes of unstructured physical activity
- preschool aged children should get at least 60 minutes of structured physical activity a day as well as 60+ minutes of unstructured physical activity

Preschool children should not go longer than one hour without being physically active unless sleeping. Physical activities should be planned throughout the day with many small sessions as part of play, games, active transportation (such as walking to a park instead of riding in a stroller or wagon) and recreation. Both structured and unstructured activities should be designed to build the child’s physical literacy development recognizing that the process is developmental and unique for each child.

Structured activities are developmentally appropriate physical activities that are guided by ECEs.

Unstructured activities are child-led physical activities that occur as the child explores his or her environment.

Physical literacy - what is it?

The development of fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic and sport situations. For children in the early years, this means practicing and building movement skills in three areas:

**Locomotor skills**
- Motor skills that move a person from one place to another
  - crawling
  - walking
  - running
  - jumping
  - hopping
  - skipping

**Non-Locomotor skills**
- Large and small body movements performed in a single location around the body’s axis
  - stretching
  - balancing

**Manipulative skills**
- Motor skills used to receive, handle, control, receive or deliver an object
  - throwing
  - catching
  - kicking

All movement skills develop according to a predictable sequence and at approximately the same time for all children. Ideally, children should have opportunities to be physically active in all four environments: ground, air, water, and snow/ice.
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There is tremendous variability in the normal time of onset of skills among children, and this chart should be considered ONLY as a rough guide to the sequence of development that might be expected.

Safety and Injury Prevention - are you promoting safe fun?

Children can get hurt while playing for a number of reasons. Young children become more mobile and more physically capable quickly, but they are learning about dangers and safety. You are responsible to help protect children from hazards in the room, play space, and playground. All physical activity and play areas need to be safe.

Children also need to learn about keeping themselves safe during physical activity. You have an important responsibility to include children as active learners in safe play. You’ll see that each activity in this resource manual begins with a safety rhyme. This is one way to help children develop safety awareness.

There are 5 checks for safety that you will need to think about to keep your children safe and injury free when participating in physical activity. You must anticipate risks in all 5 areas.

1. Clothing and footwear
2. Active supervision
3. Rules and instructions
4. Environment and facilities
5. Safe equipment

Think of the word CARES to help you remember these “5 checks for safety”.

DID YOU KNOW...that FALLING is the most common childhood injury? You can prevent injuries with safe play practices. Here is more information on each of the 5 checks for safety.

1. Clothing and Footwear
   - Children must be dressed appropriately for the weather and in clothing to be active. This includes hats and sunscreen in the sun, and mittens, toques and warm clothes in the cold.
   - Ensure that children’s eyeglasses are secure and made of shatterproof lenses. Some children may need a safety strap to keep their glasses secure.
   - Be certain that children wear protective gear. Children must use safety gear when needed (such as bike helmets when riding tricycles).
   - Check that children’s clothing is safe. This includes shoes that are done up securely—running shoes that can be securely fastened to the child are the best choice of footwear. Make sure children are NOT wearing anything that could strangle such as scarves, jewelry, or drawstrings on their hoods.
   - **TIP:** Modify the activity if a child’s cultural dress may present a safety risk.

   Anticipate risks and ask yourself:
   - Are children dressed for the weather? And for activity?
   - Are children wearing anything that could harm or strangle?
   - Are shoes and eyeglasses secured?
2. Active supervision

- Pay close attention to the children.
- Be in sight and reach of the children. Remember to keep your body facing the children so you can see everyone in the play area.
- Join in the activity. A great way to actively supervise is to join in the activity and model safe play.

Anticipate risks and ask yourself:

- How can I be in sight and reach of the children?
- Is this the right activity for this child?

3. Rules and Instructions

- Direct children towards the right activity and equipment for their development, age, and abilities.
- Modify activities and play space for children’s abilities.
- Include warm up and cool down times.
- Demonstrate the physical movement skills with the children. Teach children to be self-aware, and to play so that they can explore movements without crashing into each other. Safe play is also courteous.

TIP: Be creative to engage your group—pretend you are all in bubbles and you need to be far enough away from everyone so your bubble doesn’t pop. Encourage children to look with their eagle eyes, use their elephant ears to listen and to pay attention to what’s going on around them.

Anticipate risks and ask yourself:

- Is the physical activity appropriate given the children’s abilities?
- Can the children perform this movement safely?
- Are children exploring and being courteous?

4. Environment and Facilities

- Confirm that play structures and playgrounds have a safe approved surfaces.
- Use a pylon or floor line (not walls) to mark a turning point or finish line.
- Check for hazards in the play area. Children can get hurt by tripping or falling onto an object.

TIP: Do a visual check before each activity. Check play spaces for broken glass, garbage, sharp edges, unsafe surfacing, and anything that sticks out and could be a hazard.

Anticipate risks and ask yourself:

- Is the play area safe?
- Are there any potential hazards to remove?
5. Safe Equipment

- Make sure that equipment is appropriate for the age of the children. Equipment designed for older children should not be used with younger children.
- Use equipment and toys as they are meant to be used.
- Only allow preschoolers to play on equipment that is lower than 1.5 metres.
- TIP: If the child cannot reach the play equipment on their own, then they shouldn’t be on it.

Anticipate risks and ask yourself:

- How would a child use this equipment?
- Is this equipment safe for all children in this class?
- Are there any dangers to using this equipment or playing this game?
- Are children wearing their safety gear?

Activities - where do you begin?

Determine the skill(s) you wish to explore with the children and choose an activity (see Appendix A for a complete listing of activities and associated fundamental movement skills). Each activity provides a name, skill, space and equipment considerations, a safety and injury checklist, activity instructions, tips to encourage participation, two transition exercises, adaptations for ability levels, and extension ideas. These areas are introduced below.

Skills

Highlights specific physical literacy skill(s) of focus.

Space

The activities in this resource can be used in small indoor open spaces as well as outdoor spaces.

Use the space and environment available and adapt as required - if you only have a small space that you feel is not adequate to perform the activity, consider doing actions on the spot or organize smaller groups of children. For example, rather than throwing or kicking a ball, use a ball of wool or a bean bag; play in the snow on a snowy day.

Equipment

The activities require little to no preparation or equipment.

Safety Checklist

This section describes safety tips specific to the activity and a rhyme to help children think about their role in safety.

Tips

Suggestions for guidance and/or participation.
**Transitions**

Each activity includes two transitions. These transitions are a compilation of action songs, poems and short activities designed to be done anywhere, anytime. While they are included with each activity, they can also be used on their own. Use them to help the children focus, get them excited or go easily from one activity to another. See Appendix B and C for a complete listing of the transition songs and poems.

**Adaptations**

This section supports you to adapt the activity to suit the child's ability level making the physical activity a challenging and successful experience. Adaptations for making a skill easier or more difficult are included. For example, to break down a specific skill such as throwing, you might start with a large ball, using two hands and rolling, dropping or passing the ball. Slowly increase the difficulty by throwing the ball underhand or changing the equipment to a smaller or harder ball. Adaptations may also include adjusting the theme of the activity to a child's favourite sport, animal or colour. The activities in the resource manual are adaptable to school age children.

**Extensions**

Snack ideas, crafts and activities are ideas that bring in other areas of child development and are intended to be linked to the activity themes.

**Keys to Success**

- **How much activity:** Offer multiple opportunities for physical activity in short sessions every day. Plan a variety of activities, both structured (ECE - guided to build basic skills through play) and unstructured (child-led to enhance discovery and creativity).
- **Role modelling:** Play alongside children, displaying positive behaviours and actions. When ECE's take part in play and have fun, children watch, learn, try new things and become more physically active.
- **Actively supervise:** Pay close attention, be aware and fully present, and anticipate risks.
- **Setting up for success:** Think about each child’s interests, needs and abilities. Anticipate varying skill levels and individual differences. Provide choices and encourage the children to offer their ideas or suggestions for activities. Plan activities within the children's developmental ability levels so they can achieve success. Begin each activity by doing something you know each child can do well. Give time to practice skills over and over again while varying activities and environment. Experiencing achievement will encourage them to further explore their physical skills.
- **Giving feedback:** Make positive comments and use encouragement to enhance exploration. Support all attempts and recognize improvements.
- **Observation:** Observe all children while they play noting each child’s performance ability. Each child will progress from simple to more complex movements so specific skills will need to be introduced, practiced and adapted for increased challenge as the child’s movement skills become mature.
**Space and Equipment**
Carpeted/grassy space; Pillows/cushions, stuffed animal or puppet.

**Activity**
- Create several piles of one to three cushions and pillows around the room on a carpeted floor, and let the exploration begin!
- Encourage the children to crawl around and over the piles of pillows and explore
- Some children may quickly respond and some may need further cues and encouragement
- Coax the children to try different piles starting with the simple (one pillow) to more difficult (three pillows)

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
- Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
- Safety tips: Ensure you are on a soft surface, i.e. grass or carpet.
- Safety rhyme before Transition #1:
  Look (point to eyes) and listen (point to ears) when we play
  Have safe fun (hug self) so we’re okay (thumbs up)!
  *may be sung to the tune of “Twinkle Twinkle Little Star.”

**Transition**
**Hide and Seek**
- Play a game of hide and seek with a favourite toy or puppet
- Begin by placing the object in plain view; gradually hide the object in more challenging spots
- Encourage the children to crawl to the object
- Celebrate when they find the object

**Tips**
- Demonstrate crawling by getting on your hands and knees. Gently place the children in that position
- Encourage the child to move alongside you (”Go, Jason, go!”)
- Play a game of hide and seek by ducking your face behind the tallest cushion pile and encouraging the children to find you
- Place a toy at the top of the pile of pillows and encourage the children to go get it

**Crawling**
**Carpeted/grassy space; Pillows/cushions, stuffed animal or puppet.**

- Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
  - Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
  - Safety tips: Ensure you are on a soft surface, i.e. grass or carpet.
  - Safety rhyme before Transition #1:
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- Place a toy at the top of the pile of pillows and encourage the children to go get it
Adaptations
• Have children find objects in, under and on the piles of pillows
• Create piles of pillows/objects of the same colour (all red, blue, etc.). Have children crawl to the red pile, blue pile and so on
• To make the activity more difficult, create piles of leaves or foam blocks or sponges to crawl through
• Even more challenging, ask the children to crawl backwards, sideways, or using a crab walk (upside down with their bellies facing the ceiling rather than the floor)

Extension Ideas
• Play peek-a-boo
• Sing songs and read books while on their tummies

Transition
Exploring Texture
Additional equipment: rough mat, soft mat, towel, fleecy blanket
• Explore different textures
• Lay a rough mat, soft mat, towel and fleecy blanket in the room, yard or grassy park area and encourage the child to crawl across each surface
• Crawl with them and describe each surface as you crawl “Rough “, “Fuzzy” to help the child learn about different textures
Worms

Space and Equipment
Works well with natural light source, i.e. a room with windows

Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Ensure that there is another light source in the room while the activity is going on, i.e. natural light, or use a small light to ensure children do not collide
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play. Have safe fun (hug self) so we’re okay (thumbs up)!
*may be sung to the tune of “Twinkle Twinkle Little Star.”

Activity
• Have the children lie on their tummies with their feet against a wall at one side of the room
• Shut the room lights off and ask the children to crawl / pull themselves across the floor, like worms
• Turn the room lights on and ask the children to freeze on the spot

Transition
Show me How
Starting on your tummy, “Show me how to_______”
- Wiggle like a worm
- Slither like a snake
- Glide like a gator
- Squirm like a caterpillar

Wiggly Worms
Wiggly worms, wiggle to me
Wiggly worms now you’ll be
Wiggly worms, wiggle like me
Wiggly worms now you see
Wiggling worms just like to be free

Tips
Tips for crawling
• Use green and red cards or music turned on and off, to indicate stop and go
• Encourage the children by saying, “Wiggle on you tummy over to me”, “You’re almost here, keep coming” “Be sneaky little worms”, “Only use your arms, pull with your elbows to move forward”
• For crawling: “Get on your hands and knees” (pointing to the body parts, or placing the child in that position)
Adaptations
• Ask the children to crawl backwards, sideways, or crab walk (upside down with their bellies facing the ceiling rather than the floor)
• Challenge them to get as far as they can as fast as they can while the light is off, then challenge them to go as slow as they can
• Try different ways to move:
  - Bear walk (feet and hands)
  - Cat/dog walk (hands and knees)
  - Army crawl (elbows, dragging legs)

Extension Ideas
Additional equipment: yogurt containers, yarn or colored paper, glue, plant seeds, flat trays of paint
• Decorate yogurt containers by gluing yarn around them until they are covered or cover with coloured paper and draw on them, then plant seeds to grow
• Worm tracks: Encourage children to pick up pieces of yarn with tweezers (fine motor skills), dip them in flat trays of paint, and then drag them across some paper to make worm tracks. Try to make straight tracks, wiggly tracks, curly tracks, sleepy tracks, and so on

Transition
Wiggle Worms - A movement rhyme
Once there were some little worms
And all they did, was squirm and squirm
They wiggled and wiggled up and down
They wiggled and wiggled all around (Let the children wiggle around for a while)
They wiggled and wiggled and wiggled until
They were tired and could sit very still (Have children sit down)
Now they could listen
Now they could see
All of the things
I have here with me
**Parade Day**

**Space and Equipment**
Large open space; old clothes, costumes, accessories, kitchen utensils

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
- Clothing & footwear
- Active supervision
- Rules & instructions
- Environment & facilities
- Safe equipment

**Safety tips:**
Ensure that clothing items are secure so as not to be tripped over or caught on anything.
Monitor that the props are not being used as weapons and children understand that they should not hurt each other.

**Safety rhyme before Transition #1:**
Look (point to eyes) and listen (point to ears) when we play. Have safe fun (hug self) so we’re okay (thumbs up)! “may be sung to the tune of “Twinkle Twinkle Little Star.”

**Activity**
- It’s time to be creative and dress up. Pull out old costumes, dress up clothes, old clothes and accessories, silly hats and scarves and dress up.
- March around the space singing, dancing, waving or playing music.
- Bang on pots and pans, wave flags or sheets in the air or play homemade instruments.
- This can be as elaborate as you want it to be; the goal is to get moving and march around the room.
- Have a signal that alerts the children to stop marching and playing instruments.

**Walking**

**Wave the Flag – Song**
(Try incorporating scarves as props)
Can be sung to: “Row, Row, Row Your Boat”

Wave, wave, wave the flag
Hold it very high
Watch the colours gently wave
Way up in the sky
March, march, march around
Hold the flag up high
Wave, wave, wave the flag
Way up in the sky

**Transition**

**Tips for walking and marching**
- Model marching with knees up high
- Hold children’s hands until they are comfortable participating
- Opposite arm to opposite leg swing forward
Parade Day

Adaptations
• To make it more difficult have the children move in unison, all stepping forward with the same foot, e.g., left then right, left then right

Transition
The Ants Go Marching - Song
The Ants go marching (with actions)
The ants go marching one by one, hurrah, hurrah (marching one after the other)
The ants go marching one by one, hurrah, hurrah
The ants go marching one by one,
The little one stops to suck his thumb (suck thumb)
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

Repeat but replace number and count up to 10

Extension Ideas
Additional equipment: containers with lids, cans, bottles, coins, gravel, wooden spoons, tissue boxes, elastic bands, musical instruments
• Design your own costume ideas: feathers, gloves, hats, scarves, jewellery, sunglasses, crowns, adult sized clothes and shoes, old costumes, feather dusters, wooden spoons and musical instruments
• Make your own musical instruments: for example, make drums by filling containers with lids, cans or bottles with coins or gravel and use wooden spoons for drumsticks; or stretch elastic bands across a tissue box.
Shape Walk

Space and Equipment
Masking tape or string, paper, glue, scissors, crayons

Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Arms length apart at all times. Eyes up – be sure children look where they are going
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play
Have safe fun (hug self) so we’re okay (thumbs up)!
“may be sung to the tune of “Twinkle Twinkle Little Star.”

Activity
- Tape or string a series of shapes (the more the better) on the ground and have the children walk on them or around them
- Encourage children to move about the room in different ways:
  - slow/fast; sideways/backwards; on heels/ptiptoes
- Walk like different animals or people:
  - Someone going into cold water/hot water
  - Someone walking in mud or quick sand
  - Someone walking a great big dog
  - A clown
  - A soldier “left left, left right left”
  - A detective or a spy
  - A penguin, a bear on its hind legs, an elephant

Transition
On Our Way - Poem
What kind of walk shall we take today?
Leap like a frog? Creep like a snail?
Scamper like a squirrel with a furry tail?
Flutter like a butterfly? Chicken peck?
Stretch like a turtle with a poking-out neck?
Scuttle like a crab? Kangaroo jump?
Plod like a camel with an up-and-down hump?
We could try a brand-new way!
Walking down the street
On our own two feet

Tips
Tips for walking
- Opposite arm to opposite leg
Shape Walk

Adaptations

- Colour the shapes and call out colours that the children have to walk on
- To make it more difficult, allow a specified number (2) of children on a shape at a time; move about the room and switch shapes
- Shape dance (have the children walk around the room, until you turn the music off, then they need to find a shape to stand in and freeze)
- Try activity with lines, letters or numbers taped to the floor

Transition

Stop and Go – a movement rhyme

Stop! says the red light (stop in tracks)
Go! says the green (walk at normal pace)
Slow down! says the yellow light, blinking in between (go very slowly)
Stop! says the red light (stop in tracks)
Go! says the green (walk at normal pace)
Slow down! says the yellow light, blinking in between (go very slowly)

Source: Communities 4 Families. (2006) p. 76

Extension Ideas

Shape Book

- Give the children sheets of paper with the names of different shapes printed at the bottom
- Now give the children several cut-out shapes and have them match the cut-out shape with the name of each shape; ask the children to glue each shape onto the correct paper
- When done and all the shapes are glued on the right pages, give the children the title sheet, “My Shape Book”
- They can decorate this cover if they want
- Now staple all the pages and cover together
Space and Equipment
Material or pieces of felt, masking tape

Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Remind children not to pull too hard on tails
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play
Have safe fun (hug self) so we’re okay (thumbs up)!
“may be sung to the tune of “Twinkle Twinkle Little Star.”

Activity
• Tuck pieces of material or felt about a foot long at the children’s lower backs
• Put a line of tape on the ground, or use an existing line on the floor (i.e. tiles) and encourage the children to walk on the line, putting one foot in front of the other
• Tell them they are squirrels balancing on a wire
• Encourage the children, one at a time, to cross the wire faster and faster each time, without “falling off”
• Next try walking around in a follow the leader style moving forwards, backwards, feet touching each step. Moving, slow, fast, lifting knees up high, crouching down, zig zaging. You can have the children wear the tails, but what is important is that they explore different ways of walking

Transition
Five Little Squirrels – a movement rhyme
Five little squirrels sitting in a tree
The first one said, “What do I see?” (place hand to forehead, looking side to side)
The second one said, “Some nuts on the ground” (pointing to “nuts”)
The third one said, “Those nuts I found” (cross arms in frustration)
The fourth one said, “I’ll race you there” (run forward)
The Fifth one said, “All right, that’s fair” (shrug)
So they shook their tails and ran with glee
To the nuts that lay at the foot of the tree

Tips
Tips for walking
• Eyes up – look where you are going
• Heel to toe
• Opposite arm to leg
Squirrel Tails

Adaptations

- Tuck white socks into waistbands for Bunny Tails, which other players grab
- Put lines down on the floor that they need to stay on while they get each other’s tails
- After you say “Go!” the children try to reach for each other’s tails. When all the tails are lost, replace and repeat

Extension Ideas

- Have the children braid or twist their own squirrel tails out of strips of material
- Cut out a squirrel shape and have the children glue brown felt pieces for fur and add eyes and a nose

Transition

Walking in the Snow - Poem

Let’s go walking in the snow
Walking, walking, on tip toe
Lift your one foot way up high
Then the other to keep it dry
All around the yard we skip
Watch your step, or you might slip
Four Colours

Space and Equipment
Large open space; old clothes, costumes, accessories, kitchen utensils

Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Ask children to look where they are going to avoid collisions
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play
Have safe fun (hug self) so we're okay (thumbs up)!
“may be sung to the tune of “Twinkle Twinkle Little Star.”

Activity
• Place different colours of construction paper on pylons, markers or on the ground in a clear open space
• An ECE stands in the middle of the open space while the children move around as quickly as is safe for the space
• The ECE, with eyes closed, counts down from five
• During the countdown the children have to find one colour to stand near
• Before the person opens their eyes they call out a colour
• The object of the game is for the children to try not to stand close to the colour the caller chooses

Running

Transition
Flowers in the Garden
• Pretend you are a flower in the garden:
  - “Tiger lily ROAR!” on roar, have the children make claws with their hands and roar
  - “Snap dragon, SNAP!” Have the children open their arms wide, one up, one down, and clap them together on snap
  - “Morning GLORY!” Start in a crouched position with your hands on your knees. On morning, stand up while bringing your arms together above your head; on glory, open your arms out to the side
• Ask the children for other ideas of flower actions

Tips
Tips for running
• Push hard with the balls of your feet when running
• Heel to toe
• Move opposite arm to leg
• Look where you want to go
Four Colours

Adaptations

- Make two dice, one with different actions on it and one with numbers. When
  the dice are rolled, the children display appropriate actions, e.g., one die
  lands on HOP and the other die lands on the number 5, they would hop 5
  times
- Try using different actions on the action dice:
  - For younger children (infants), you may want to change the movements
    to accommodate their developmental capabilities, e.g., crawling, rolling,
    sitting, bouncing, clapping or climbing
  - For older children (school age), you may want to make the movements
    more challenging and include: skipping, 2 movements at once, or doing
    movements backwards

Extension Ideas

Additional equipment: magazines, scissors, glue

- Have children go around the room and choose something that is one of the
  four colours or name a food, animal, object that is one of the four colours
- Play "I Spy with My Little Eye" using colours
- Using construction paper and magazines have the children work together to
  cut things out of the magazines that are one of the four colours and create a
  colour collage

Transition

Walking, Walking - Song

Can be 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
**Space and Equipment**
Clear, open space; music player, different colours of construction paper

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Ensure there are no hazards in room, keep markers away from objects and walls. Ensure children know there is no need to touch paper more than one person at a colour. This will eliminate grabbing and racing for a colour.
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play
Have safe fun (hug self) so we’re okay (thumbs up)! “may be sung to the tune of “Twinkle Twinkle Little Star.”

**Activity**
- Tape different colours of construction paper around the room
- Have each child stand near a piece of coloured paper. When everyone has chosen a colour, music is turned on and the children begin hopping on one foot from one colour to the next
- When the music stops, all the children must find a colour to stand near
- Select a child and asks him/her to name the colour he/she is near. Children can also be asked to name something that is the same colour in the room
- Turn the music back on and continue the game until everyone has been called upon to talk about his/her colour

**Transition**
Hop Hop Hop – a movement rhyme
Find one foot and hop, hop, hop! (stand on one foot and jump up)
When we’re tired we stop, stop, stop (stop)
Turn around, and count to ten (spin around)
Find the other foot and hop again! (stand on other foot and jump up)


**Tips**

**Tips for hopping**
- Hop up on one foot and land on the same foot
- Bend your standing leg and spring up, pushing off the ground
- Swing your arms backwards when you bend your standing leg and swing arms forward on lift off
- Soft landing, bend knees on landing – quiet as a mouse
Colour Hop

Adaptations
- If the children are too young to hop, jump with two feet. If the hopping is too easy for older children, encourage them to hop a specified number of times on each foot before switching.
- For an additional challenge, the activity could be altered to incorporate numbers or letters placed around the room.

Extension Ideas
- Have the children draw pictures of items that are one of the colours on the coloured paper.
- Choose a topic, i.e., food that is different colours and try it out for snack.
- Coloured Ice:
  - Materials: ice cubes that have been coloured with food colouring, re-sealable plastic bags.
  - Description: Put the ice cubes in re-sealable bags. Let the children watch the ice cubes during the day. Ask them what is happening. Then they can play with the “bags of water” as the ice cubes melt.

Transition
Hop 'n' Stop – a movement rhyme
- Hop, Hop, STOP (hop up and down 3 times)
- Hop, Hop, STOP (repeat)
- Run a little. Run a little. (run on the spot)
- Sit down FLOP! (sit down)

Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
- Clothing & footwear,
- Active supervision,
- Rules & instructions,
- Environment & facilities,
- Safe equipment.

Safety tips: Make sure the space is large enough for the children to move around. Cue children to keep an eye out for friends to avoid collisions.

Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play
Have safe fun (hug self) so we’re okay (thumbs up)!
"may be sung to the tune of “Twinkle Twinkle Little Star.”

Activity
- Ask the children to form a circle and explain that they are going to make “magic soup”
- In order to make magic soup, the children take turns adding their favourite food, grossest thing or craziest object into the imaginary soup cauldron. Go around the circle asking each child what they want to put in the magic soup, e.g., fruit, veggies, worms, grass, frogs, toe nails, spices.
- Once all the children and the ECE have put in their favourite food item, grossest item or crazy object, crouch down and pick up an imaginary stirring spoon. Make great big stirring motions in order to get all the soup mixed up.
- Say, “Stirring stirring stirring up our magic soup” (repeat 2 times). As the song is being sung, the children stir up the soup using their great big circular arm motions.
- At the end of the song, have the children crouch down and pick up a pretend cup. Say, “Abracadabra” and take a GREAT BIG SIP of the magic soup. Then the ECE) waves his/her arms and wiggles fingers like a magician, and says in a loud energetic tone “You have turned into a ________ (name of an animal or object that bounces or hops), i.e., bunny rabbit, frog, tiger, spring, slinky)
- Once the children have been told what they have turned into, they turn and face the outside of the circle and start moving in that motion around the space. The ECE should participate in these motions with the children.
- After a few minutes, have the children come back to form a circle again, e.g., if they were just hopping like frogs, say “Little froggies, it’s now time to hop back to the circle”
- Repeat activity, stirring each time and adding more ingredients. Chose a different animal/object for the children to be each time and keep repeating these steps until finished with this activity.
- At the last round, have the children turn into something that moves very quietly. Have them tip toe as quiet as a mouse or crawl as slow as a snail to help cool them down.

Tips
- Tips for hopping
  - Hop up on one foot and land on the same foot
  - Bend your standing leg and spring up, pushing off the ground
  - Swing your arms backwards when you bend your standing leg and swing arms forward on lift off
  - Soft landing, bend knees on landing – quiet as a mouse

Transition
Can you hop?
Can you hop like a________?
- bunny
- frog
- cricket
- kangaroo

Ask the children for ideas of things that hop.
Magic Soup

Adaptations
- Try this activity with different skills: Walk like an elephant, a penguin, or a duck. Run fast like a cheetah, lion, race car
- For older children, ask them to create sounds to go along with the animals they are acting out, e.g., make the sound an elephant makes while moving around the room like elephants

Extension Ideas
- Make a magic soup for lunch (have children help prepare and add ingredients to a real soup)
- Have a picture of a cauldron and have children cut things out of magazines to add to their magic soup

Transition
Popcorn Popping
- Spread out and pretend to be in a “popcorn popper”. Children start quietly in a squat position, until they feel the “heat”. Now they lift one foot, as it gets “hotter” they lift the other slowly. As the “heat increases”, they begin hopping and “popping” rapidly all around the room

**Musical Skip**

**Space and Equipment**
Clear, open space; music, CD player

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
- Clothing & footwear,
- Active supervision,
- Rules & instructions,
- Environment & facilities,
- Safe equipment.

Safety tips: Cue children to look up and watch where they are going.
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play
Have safe fun (hug self) so we’re okay (thumbs up)!
“may be sung to the tune of “Twinkle Twinkle Little Star.”

**Activity**
- In an open space demonstrate how to skip
  - Step hop, step hop
- At first you may want to encourage children to place their hands on their hips and think about only their leg action – later you can focus on adding opposite arm opposite leg
- Have children find their own space and explore skipping
- Play music while the children skip in the open space
- When the music stops the children freeze
- Demonstrate how you can skip to the beat of the music
- Try adding more instructions. With a drum/bucket to bang, ask children to skip around the room to the beat of the drum
- When they hear one loud drum beat they join hands and skip in a circle, when they hear two loud drum beats they separate and continue skipping around the room
- Add more drum beats to signal more instructions, i.e. three drum beats means form a circle of 3 and skip

**Transition**
Skipping Introduction
- To introduce skipping, place a series of markers (i.e. pieces of felt or material on a non-slip surface) on the ground in a straight line
- Have the child step onto the marker and perform a low hop on that foot
- As the hopping foot lands, place the other foot on the next marker and hop again
- Continue on down the line
- As an added challenge begin encouraging the child to say the colour of the marker

**Tips**
Tips for skipping
- Step hop, step hop OR
- One and, Two and (you may want to say this while you are skipping)
- At first children may want to place their hands on their hips to think about the leg action – later they can focus on adding opposite arm opposite leg
- Stretch your bottom leg
- Point your knee to the ceiling
- Look where you are going!
Musical Skip

Adaptations

- Skip in different directions
- When the music stops have the children freeze at different levels (a low height, a medium height or high height)
- When the music stops have the children freeze using different body parts (one leg, one knee and two hands etc.)

Extension Ideas

- Have children draw pictures of themselves skipping
- Take pictures of children skipping and make a collage or decorate a frame and send the picture home
- Make musical instruments to use while skipping: items in plastic bottles, containers to drum, etc.

Transition

Sometimes - Poem

Sometimes
when I skip or hop
or when I'm jumping
Suddenly
I like to stop
and listen to me thumping.

**Skip to my Lou**

**Space and Equipment**
Large open space with 10 or fewer children is ideal; optional: music - Skip to My Lou

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.

**Safety tips:** Initially have children skip in their own personal space to avoid injury

**Safety rhyme before Transition #1:**
Look (point to eyes) and listen (point to ears) when we play
Have safe fun (hug self) so we’re okay (thumbs up)!
“may be sung to the tune of ‘Twinkle Twinkle Little Star.”

**Activity**
- Have children practice skipping in an open space
  - Step hop, Step hop
- Once children have practiced skipping introduce the song ‘Skip to My Lou’
  - Sit with children in a circle and sing the song
  - Demonstrate how you can skip to the beat of the music

**Skip to My Lou - Song**
Skip, skip, skip to my Lou
Skip, skip, skip to my Lou
Skip to my Lou, my darling!
Lost my partner, what’ll I do
Lost my partner, what’ll I do
Lost my partner, what’ll I do
Skip to my Lou, my darling!
Skip, skip, skip to my Lou
Skip, skip, skip to my Lou
Skip to my Lou, my darling!
I’ll find another one, prettier, too.
I’ll find another one, prettier, too.
I’ll find another one, prettier, too.
Skip to my Lou, my darling!

**Transition**
**Just Me – A movement rhyme**
Eight pink fingers standing up tall,
Two little ears to hear mummy call;
One little nose that I can blow,
Ten pink toes all in a row.
Two little thumbs that wiggle up and down;
Two little feet to stamp on the ground;
Hands to clap and eyes to see,
What fun it is to be just me!

**Tips**
**Tips for skipping**
- Step hop, step hop OR
- One and Two and (you may want to say this while you are skipping)
- At first you may want children to place their hands on their hips to think about the leg action – later you can focus on adding opposite arm opposite leg
- Stretch your bottom leg
- Point your knee to the ceiling
- Look where you are going!
Skip to my Lou

Adaptations
• To make the activity more difficult, have children form a circle and skip in one direction while singing the song
• To simplify, place a series of markers (i.e. pieces of felt or material on a non-slip surface) on the ground in a straight line
• Have the child step onto the marker and perform a low hop on that foot. As the hopping foot lands, place the other foot on the next marker and hop again
• Continue on down the line
• As an added challenge begin encouraging the child to say the colour of the marker while skipping

Transition
Follow the Leader
• Play a game of follow the leader around the room or outside, skipping the whole way
• Try putting down lines with tape to follow and playing music
• End by leading them, skipping, to their next activity

Extension Ideas
Additional equipment: bottles with lids, coins or gravel; bells and string; buckets, glue and coloured paper
• Make musical instruments
• Filling bottles with different items to make shakers, stringing bells together, and decorating buckets to drum on
• Make music with the instruments and have children follow a beat
Jump the River

**Space and Equipment**
Open, clear space; something to draw markings on the floor (masking tape, chalk, etc.)

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Ensure there is enough room between children, so they do not hit each other when jumping. Ensure they are wearing appropriate foot wear; shoes that slip off or sock feet may cause the children to slip
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play. Have safe fun (hug self) so we’re okay (thumbs up)! *may be sung to the tune of “Twinkle Twinkle Little Star.”

**Activity**
- Mark two lines with masking tape, wool, rope or string (chalk could be used if outside). The distance between the lines, represents the river
- The middle is the river and the sides are the banks
- Call out and do as the action says:
  - “on the bank”
  - “in the river” (do motions for swimming)
  - “across the river”
  - “in and out of the river”
  - “straddle the river” (one foot on either bank and bend knees so low that your bum gets wet – practice looking forward)
  - “make a tunnel” (stand a few children on each side holding hands with the person across from them to make a tunnel)
  - “make a bridge over the river” (legs on one side and hands on the other - take turns crawling or swimming under the bridge)
- Each time the children jump out of the water, have them pretend to dry their legs and feet off. Demonstrate the action of drying your feet
- Pretend the water is very cold and when the children jump out of the water, they pretend to warm and hug their feet

**Tips**
Tips for jumping
- Crouch forward and arms swing back
- Explode up with legs
- Swing forward with arms
- Look ahead and stretch out in flight
- Bend knees for soft landing
- Reach forward to balance
- Swing your arms up so that you fly, bend your knees to softly return from the sky

**Transition**
Jump up high – A movement rhyme
Sylvester the frog jumps up high
He takes a big breath and lets out a sigh
He plops back down in a flash
And make a great big splash!

Jumping
Jump the River

Adaptations
- Add a bank that is raised such as a small bench, pillow or stool (hold the children’s hands as they jump if needed)
- Add stones in river (use socks or felt on carpet surface), something non-slippery. Stand on a rock and jump with feet wide apart. Then jump back on to the sock. Jump from rock to rock
- Gradually make river banks further apart
- Pretend there are fish in the river that don’t want to be touched
- Ask the children to jump across without touching the water
- Try jumping sideways or backwards, over and into the river

Extension Ideas
- Have the children draw or colour fish to put in the river
- Pan for gold: in the water table or a bucket outside, place dirt, sand and water. Have the children use a strainer to sift through the muck to find treasure.

Transition
We can Jump – A movement rhyme
We can jump
We can jump, jump, jump
We can hop, hop, hop
We can clap, clap, clap
We can stop, stop, stop
We can nod our heads for yes
We can shake our heads for no
We can bend our knees a little bit
And sit down very slow.
What do You See?

Space and Equipment
Clear, open space; no equipment

Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Ensure that there are limited obstacles around the room, so children do not trip and fall.
Ensure that the colours are at an appropriate height and accessible, so children do not try to climb on things to get to the paper
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! *may be sung to the tune of “Twinkle Twinkle Little Star.”

Activity
• ECE says: Do you see what I see?
• Children say: What do you see?
• ECE says: I see … (children act out the movements)
  - Popcorn popping
  - Snowmen melting
  - Monkeys swinging
  - Giants crouching
  - Lions leaping
  - Superman soaring
  - Butterflies flying
  - fish swimming, frogs hopping, dinosaurs stomping
• ECE says: Do you see what I see?
• Children say: What do you see?
• ECE says: I see a (n)… coming after me! (children act out the movements with sound and bodies moving around the room)
  - airplane
  - skate boarder
  - bike
  - swimmer
  - frog
  - hot air balloon
  - train
  - surferboarder
  - ice skater
  - car
  - motorcycle
  - horse

Transition
Bend and Stretch – A movement rhyme
Bend and stretch, reach for the stars
There goes Jupiter, here comes Mars
Bend and stretch, reach for the sky
Stand on tippy toes, oh so high
(Actions: crouch body low to ground, knees bent, reach behind and slowly reach up to the sky with your hands swinging forward and up with body standing very tall)

Tips
Tips for jumping
• Arms swing forward and back
• Bend knees
• Push off the floor
• Land on toes
• Ask children to look forward or at ECE while doing the movements

Adaptations
• Provide floor targets to jump on or over or around
• Pretend to move in slow motion
• Ask children to try all activities as close to the ground as possible (focus on keeping knees bent)

Extension Ideas
• Make a telescope or binoculars out of paper towel rolls, paint and decorate
• For detailed steps on how to make a spyglass telescope visit: http://www.dltk-children.com/crafts/columbus/mspyglass.htm

Transition
I Can – A movement rhyme
I can be SHORT. Or I can be TALL
I can be FAST. I can be SLOW.
I can STAMP LOUDLY. Or I can TIPTOE.
But do you know best of all what I like to be?
BIG or SMALL, SHORT or TALL
I like to be just ME!
Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Ensure that children are comfortable and relaxed, don’t force children to move
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! *may be sung to the tune of “Twinkle Twinkle Little Star.”

Space and Equipment
Clear, open space; no equipment

Activity
• This activity is a simple way to help stretch an infant or child and get them moving
• Lay the infant on the blanket or mat on the floor, or have the child stand and do the actions on their own
• Sit at the feet of the infant or stand in front of the child and sing
• The song is to the tune of “The Mulberry Bush”; additional verses with actions have been added
• Manipulate the arms and/or legs of the infant carefully to mimic the actions, or model the appropriate actions and encourage the child to copy

Here We Go Round the Mulberry Bush (Adapted) - Song
Here we go round the mulberry bush
The mulberry bush, the mulberry bush
Here we go round the mulberry bush
On a cold and frosty morning.
This is the way we stretch our arms
Stretch our arms, stretch our arms
This is the way we stretch our arms
On a cold and frosty morning.
This is the way we catch a ball
Catch a ball, catch a ball
This is the way we catch a ball
On a cold and frosty morning.
This is the way we kick a ball
Kick a ball, kick a ball
This is the way we kick a ball
On a cold and frosty morning.

Transition
Animal Aerobics
Explore the ways that animals move:
• Giraffe’s Neck: Stand with legs apart and arms at sides. Roll head very slowly from one side to front to the other side, never roll head to the back
• Camel: Children bend at the waist; grasp ankles, keeping legs as straight as possible
• Stork: Children stand on one foot, grasping foot from behind
• Hippo: Children stand with their legs apart and hands on waist. Making circles with hips in one direction then the other

Tips
• Encourage slow movements
• Extend body parts as long as you can, lengthening muscles
• Encourage children to hold a pose for as long as they can, starting with 5 seconds and slowly increasing the time

All Around the Mulberry Bush

Adaptations
- Come up with a variety of actions to do in this song (jump rope, climb a ladder, log roll, swing a bat, swim, ski, fly a kite, dig a hole)
- For older children, try adding props and encourage their input for actions

Extension Ideas
- Make a mulberry bush
- Draw a tree trunk with brown paint and add leaves, berries and flowers by using tissue paper
- Wrap small square cut outs of tissue paper around the eraser end of a pencil, dip in glue and dab on to tree

Transition
Group Hug
- Children walk around the room to soft music
- When the music stops, each child gives somebody else a big hug
- Each hug can add on, until the children all squish together in one big bear hug
- You may want to remind children that this is a gentle hug and to give a little squeeze
Space and Equipment
Clear, open space; masking tape to mark a line. Optional: shovels or wooden spoons to use as oars

Activity
- Create a long stream or several streams with masking tape on the floor
- Ask the children to form a line one behind another so they can sail on the stream
- Put on pretend boat gear (rubber boots, rubber hat, coat, life jacket, etc.), hop in the boat, make waves with arms, practice paddling with arms
- Explain where the stream is and where the boat may and may not go, or set up chairs like a boat
- Provide shovels to use as paddles or use pretend paddles so they can row down the stream
- Sing “Row row, row your boat”, as the children paddle down the stream

Row Row Row Your Boat (Adapted) - Song
Row, row, row your boat
Gently down the stream (row slowly)
Merrily merrily merrily merrily
Life is but a dream
Row, row, row your boat
Quickly down the stream (row faster)
There’s a _______behind us (fill in animal)
Let me hear the sound (imitate animal)
Row, row, row your boat
Faster down the stream (row even faster)
Ha Ha fooled you
I’m a submarine (hold nose and sit down)
- Have all the children paddle at once to make the boat go faster and to work as a team
- Finish the activity by asking the children to dock the boat
- You can use the next translation as a cool down

Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Ensure there is enough room between children, it is best to do this activity in small groups or in a large open space. Explain that the spoons or shovels are to be used as oars or fishing poles and nothing else
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! “may be sung to the tune of “Twinkle Twinkle Little Star.”

Transition
Going Fishing – A movement rhyme
When I go fishing down at the brook (hold fishing pole over shoulder)
I put a wiggly worm on my hook (put wiggly worm on hook)
I toss it into water (swing pole into water)
And hope with all my might
A little fish will swim on by (left hand-fingers together)
And take a great big bite (move thumb away from fingers – then snap them back together)

Tips
Tips for balancing
- Watch out for your friends
- Eyes up – look where you are going
- When balancing on one foot pick a spot to look at – this will help with balance
- Stand nice and tall
Adaptations

- Younger children may not have the ability to paddle so give them a choice to use shovels or use their arms.
- Explain that this is a fast or slow moving stream, or it has rapids and/or a waterfall! Have the children change their actions for the varying situations.
- Try to have children ‘fish’ while standing on one leg or to balance on their bottom.

Extension Ideas

- Make toy boats available for exploration at the water table.
- Add this rhyme to the activities:
  LITTLE BOAT - Poem
  Look in the toy box
  Find a little boat
  Put it in the water
  And watch it float
- Make stuffed paper fish. Have two large cut outs of fish; fill with crumpled paper and seal.

Transition

Fishing

- Everyone stand on the banks of the river and pretend to go fishing.
- To fish pretend to hold the fishing rod with both hands and extend arm behind you, elbows bent. In one swift movement cast the line by swinging arms out in front of you, straightening arms.
- When everyone is tired from rowing and fishing, have the children relax with breathing exercises and some stretches to help us go home.
- Model appropriate behaviours.
Let's Skate

Space and Equipment
Carpeted flooring, open space, fewer than 5 children per ECE and size of carpeted space; 8 ½ X 11 pieces of paper (2 per child)

Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
- Clothing & footwear,
- Active supervision,
- Rules & instructions,
- Environment & facilities,
- Safe equipment.
Safety tips: Ensure there is enough space for the children to move around without hitting each other. Make sure there are no objects to trip on or fall into. Start with slow movements encouraging children to get comfortable on a slippery surface.
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! *may be sung to the tune of “Twinkle Twinkle Little Star.”

Activity
- On a carpeted area, clear some space to make a “rink”
- Provide each child with two pieces of paper (8 ½” x 11") to put one under each foot. With shoes on, stride forward and backward as if skating
- Have skating races, create a path to follow, or skate to music

Tips
- To ensure safety only do this activity with few children at a time, give each other a lot of space

Balancing

Transition
Spinning Top
Spin around and around (twirl round and round)
And around and around
Start losing your balance (wobble slowly)
And slip to the ground (gently slide to the floor)

Let's Skate

Adaptations
• To make this activity easier, only put a piece of paper on one foot, so they have a foot available to push off with
• If children are having difficulties, or are uncomfortable on slippery surfaces, hold their hands and encourage them to move their feet back and forth as much as they can to get used to the feeling

Transition
Stretch way up high
Stretch, stretch way up high
On your tiptoes, reach the sky
See the blue birds flying high
Now bend down and touch your toes
Now away as the North Wind blows
Waddle as the gander goes!

Extension Ideas
• Have children decorate their “skates”
• Have a full size outline of an ice skater (use a child as a template) and have groups of children colour it
• Trace the children’s feet or paint foot prints before doing the activity, and use the paper as their skates
• Make coloured ice cubes and watch them melt in the water table or in sealed plastic bags

Space and Equipment
Clear, open space; bucket or large container, bean bags or soft objects

Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Ensure children do not try to pick up or carry bucket full of bean bags, this could be too heavy. Encourage the children to move slowly being careful not to drop the bean bags
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! “may be sung to the tune of “Twinkle Twinkle Little Star.”

Activity
- Pretend to be Jack and Jill by putting on our dresses or pants, shoes, and grabbing our imaginary bucket
- Stretch pretending to carry the imaginary bucket to the left and right, up and down
- Recite the nursery rhyme with the children
  Jack and Jill – Nursery rhyme
  Jack and Jill went up the hill
  To fetch a pail of water
  Jack fell down and broke his crown
  And Jill came tumbling after
- Have enough bean bags or soft objects for each child to balance on their head around the room and a bucket or container in a central location
- Children need to place a bean bag on their head, walk to the bucket and dump the bean bag in
- The goal is to work as a team to collect all the bean bags and fill the bucket

Transition
Can you balance?
- Balance on one foot?
- Balance on the other foot?
- Balance on one foot and close your eyes?
- Try the other leg
- Balance on one hand and one foot?
- Balance on your bum?
- Try closing your eyes!

Tips
Tips for balancing
- Keep your eyes on the bucket, look straight ahead
- Focus on something ahead of you, look up
- Arms out to the side
- Suck your stomach in
- Stand nice and tall
Adaptations

- Older children can try balancing two bean bags
- Try having the children pretend to balance the bean bags through grass, through a stream, up a hill, down a hill, or put down obstacles for the children to navigate through
- Encourage them to change the position of their arms (reaching to the sky, arms wide to the side) – ask the children to notice if it is easier to balance with their arms in a certain position

Extension Ideas

Additional Equipment: paint, paint brushes

- Have children try painting with their feet, either while sitting or standing and holding a paint brush with their toes, or putting the paint right on their feet. This creates the opportunity to work on precise balance and coordination

Transition

Bubble Fun

Additional Equipment: liquid bubble mix; wands

- Blow bubbles and encourage children to burst or pop the bubbles with different parts of their body that promote balance:
  - Knees
  - Legs
  - Feet
  - Toes
  - Hips
Bean Bag Fun

Space and Equipment
Clear, open space; Hula hoops or a bucket; and, sponges, different coloured bean bags, balls or balls of crumpled coloured paper

Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Make sure a large enough space is cleared to walk around the circle without tripping over anything. If there is limited space and children are quite close together, have the children throwing take a step forward, before tossing their bean bag
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! *may be sung to the tune of “Twinkle Twinkle Little Star.”

Activity
• Hand each child a bean bag or a all of crumpled coloured paper
• In a follow the leader style, have the children follow you while you walk around the circle singing the song

Bean bags, bean bags (children repeat)
Red ones, orange ones, yellow ones (children repeat)
Green ones, blue ones, pink ones (children repeat)
Purple ones, lots of different ones (children repeat)
Going to make a big mess (children repeat)
What colour should I choose? (children repeat)
I will choose the ________ one!
• Say a colour; the children holding that colour bean bag or crumpled paper can toss it underhand into the centre of the circle or, to make it more difficult, through a hula hoop or into a bucket
• Repeat the song and pick a different colour until all the colours have been called
• Once all the colours have been chosen say
Bean bags, bean bags (children repeat)
Oh, they’re all gone!

Throwing

Transition
Hit the Hoop
• Hold up a hula hoop up and have the children take turns throwing a soft sponge ball through the hoop
• Try throwing the ball over and under
• Move the hoop to different positions or try making it a moving target

Tips
Tips for throwing underhand
• Step forward with foot opposite to throwing arm
• Swing arm back like an elephant trunk and forward
• Transfer weight from back to front foot
• Point toes towards the target
• Release object in front to body at about waist height
• Follow through with hand pointing to the target
• Look forward at target while doing the movements
Bean Bag Fun

Adaptations
- Limit the colours of bean bags to just three or four to reduce wait times
- As the children move around in a circle use different actions for each round like walking, then jumping, then skipping and so on

Transition
From Seed to Flower
- Start in a circle, crouched down, as small as you can (pretending to be a seed)
- Imagine you are slowly growing into a flower; coach the children step by step
- The idea is to grow as slow as possible, slowly straightening out
- Encourage everyone to stretch right out on to their tippy toes, arms reaching for the sky, looking up to the sky
- Then relax... do it again, but grow just a little faster
- Repeat as many times as the children want, encouraging everyone to let out all their air at the end when they relax
- Try encouraging the children to partner and water each other to grow

Extension Ideas
Additional equipment: scraps of fabric, plastic needles, cotton balls, crumpled balls of paper
- Make your own bean bags together by stitching material together with a large plastic needle and stuffing with cotton balls or crumpled paper
- Have a bean bag count; guess the number of bean bags in a bucket
- Sort bean bags and other small objects by colour
Target Practice

Space and Equipment
Empty wall & open space; pictures or paper, masking tape or string, several different types of balls (rolled up socks, gloves, newspaper, balls of tissue taped up, actual balls – big, small, soft and hard, stuffed animals, anything you can think of)

Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Ensure the children understand that they need to wait until everyone is out of the way before they throw their ball, perhaps have everyone throw at once and retrieve the balls at the same time
Safety rhyme before Transition #1: Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! "may be sung to the tune of “Twinkle Twinkle Little Star.”

Activity
• Set up a series of targets, i.e. squares of paper or actual bull’s eye targets taped to a wall at different heights
• Tape lines to the floor at several distances from the wall
• Provide many different objects that can be thrown at the wall (rolled up socks, gloves, newspaper, balls of tissue taped up, actual balls – big, small, soft and hard, stuffed animals, anything you can think of)
• Encourage the children to explore by trying out all the different objects from each line throwing at different targets
• Give suggestions and encourage problem solving to succeed at hitting each target with all the balls

Throwing

Transition
Airplanes
• Reach out your arms as far as they will go, pretending to be an airplane
• Fly around the room or on the spot
Helicopters
• Crisscross arms in front, moving them over and under each other, and/or twist from the hips with your arms extended
Windmills
• Reach both hands high and let your arms fall in opposite directions
• Stop, reach both hands way up and do the same thing, changing directions
Source: Communities 4 Families (2006), p. 50

Tips
Tips for throwing overhand
• Put weight on the back foot
• Eyes on target
• Bend your arm up bending your head
• Forward step with opposite foot
• Rotate your hips first then the upper body
• Release the ball in front of head arms stretched
• Follow through – point hand toward target
How to Throw a Ball Over arm – A movement rhyme:
Stand side on
Make a star
Point your finger
Throw it far
Target Practice

Adaptations

• Incorporate a points system for older children, where different targets are worth different points; work as a team to earn a pre-determined number of points

• For older children, try suspending objects from the ceiling, or throwing targets in the air for them to hit, making it more difficult to hit a moving target

• Try creating felt targets and throwing objects with velcro on them, the goal would be to make the objects stick

Extension Ideas

• Have children create targets as an art project using either colored paper, or felt

• Make your own balls by stitching pieces of fabric together and stuff with cotton balls, stuffing etc. Could be sewn in any pattern or shape. Try adding Velcro to one side and using felt targets

Transition

Trees

Elm trees stretch and stretch so wide  (Extend arms out to sides)
Their limbs reach out on every side  (Stretch)
Pine trees stretch and stretch so high  (Extend arms upwards)
They nearly reach up to the sky  (Stretch)
Willow droop and droop so low  (Arms hang loosely down)
Their branches sweep the ground below (Fingers sweep the floor)

Underwater Waves

**Space and Equipment**
Clear, open space; soft spongy balls, rolled up socks or crunched paper balls

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
- Clothing & footwear
- Active supervision
- Rules & instructions
- Environment & facilities
- Safe equipment.

**Safety tips:** Ensure children understand the importance of only using an underhand throw or roll and keeping the ball below the waist of the “seaweed” to avoid injury. Use soft spongy balls, rolled up socks, or crunched up paper balls.

**Safety rhyme before Transition #1:**
Look (point to eyes) and listen (point to ears) when we play
Have safe fun (hug self) so we’re okay (thumbs up)! *may be sung to the tune of “Twinkle Twinkle Little Star.”

**Activity**
- Divide children up with most of the children spread around the room so they have enough space to fall without falling into each other. These children can pretend to be “seaweed” growing from the ocean floor, staying in one spot swaying back and forth.
- Provide enough balls or objects so that each of the remaining children has one each. These children will use the balls and pretend they are sea creatures like fish or turtles.
- The children with the balls will start by rolling the ball to try and knock down the seaweed.
- The ECE can announce the current of the water and the seaweed moves appropriately:
  - The water is still (No movement)
  - Waves are crashing (Arms and legs moving fast)
  - Very few waves (Slow movements)
  - Storm is over (Arms waving slowly)
  - Hanging by a thread (Standing on one foot)
  - Take turns being seaweed and sea creatures

**Tips**

**Tips for rolling objects**
- Stand tall with ball in one hand reaching back
- Bend the knees taking a step
- Opposite arm and foot working together
- Use the other hand (without the ball) to point in the direction the ball is intended to go
- Keep your eye on the target
- Release the ball gently on to the floor
- See if you can keep it on the floor

**Tips for throwing underhand**
- Step forward with foot opposite to throwing arm
- Swing arm back like an elephant trunk and then forward
- Transfer weight from back to front foot
- Point toes towards the target
- Release object in front to body at about waist height
- Follow through with hand pointing to the target
- Look forward at target while doing the movements

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**Transition**

**Baby Shark – A movement rhyme**
Baby shark (make a small mouth using the fingers and thumb of each hand)
Child shark (make a mouth using both hands)
Teenage shark (make a mouth using forearms, touching your elbows together)
Adult shark (make a mouth using your whole arms)
JUMBO SHARK (make a mouth using your arm and leg)
Grandpa shark (make a mouth with two closed fists, like a toothless shark)
A person swimmin’ (action of swimming)
A shark is comin’ (use your arm to make a shark fin on your back)
A shark attack! OOH AH! OOH AH! (jump around)
…where’s my leg! (fold your leg up behind your back)
Underwater Waves

Adaptations
• Begin with large soft objects and decrease size of ball with practice
• Start by kneeling then move to standing while rolling the ball
• Replace seaweed with targets, start with large ones and progress to smaller ones
• Older children can stand on one foot to throw, or spin around before setting up to hit target

Extension Ideas
Additional equipment: streamers, cardboard, newspaper, fabric scraps
• Make costumes: seaweed with streamers, turtle shells out of cardboard
• Make your own balls out of newspaper or make your own bean bags out of material filled with crunched up paper
• Taste seaweed from the grocery store; talk about what types of food is made with seaweed and other food from the sea

Transition
I Put My Arms Up High – A movement rhyme
I put my arms up high
I put my arms down low
I put my arms real stiff
Then I let them go.
First I swing like this
Then I swing like that
Then I make my arms real round
Then I make them flat.

**Space and Equipment**
Open, clear space; ball/object (pillow, stuffed animal)

**Activity**
- Have the children sit in a small circle, ready to pass the bunny
- Start passing the bunny around the circle
- Those not touching the bunny pretend to plant seeds in the garden (slap hands on floor) or clap hands
- Imagine the bunny is a newborn baby bunny that cannot be dropped and has to be passed very gently, using two hands
- Tell children to bring bunny close to their heart before passing to the next person
- Go around the circle a few times (have children keep eye on the ball/bunny)
- Repeat with children kneeling, and then standing
- Have children take one step back and try again, reaching to ‘catch’ bunny and bring him in for a squeeze (hug)

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety CARES before and during the activity: Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.

**Safety tips:** Ensure the children understand that they are passing the bunny from friend to friend, not throwing. Make sure there is enough open space to form a circle to avoid injury.

**Safety rhyme before Transition #1:**
Look (point to eyes) and listen (point to ears) when we play
Have safe fun (hug self) so we’re okay (thumbs up)! *may be sung to the tune of “Twinkle Twinkle Little Star.”

**Transition**
Pass the carrots, Please – A movement rhyme
Pass the carrots to your friends (pass bean pillows, bean bags, mittens, socks or paper balls)
Pass them sideways
Pass them all around
Pass them, pass them
Keep them off the ground
Pass them, pass them
Pass them all around

**Tips**
**Tips for catching**
- Arms in front with elbows slightly bent
- Watch the ball
- Reach towards the ball
- Catch in hands
- Give the ball a hug, bring in towards your chest
- Arms out front, fingers wide. Watch the ball land, safely inside
Farmer and the Bunny

Adaptations

- Try using a smaller or larger object to make it easier or more difficult to pass and catch
- Every second person, kneels or stands (don’t forget to bring bunny close to heart before passing again)
- Practice tossing a soft spongy ball or rolled up sock – the farther away you stand, the harder it is
- Older children – add one larger ball or object (farmer). When the bunny is half way around, start the farmer in the same direction. The farmer is trying to catch the bunny. The farmer can change directions to try and catch the bunny, but the bunny can only go one way, until the farmer changes direction
- Try challenging older children to stand on one foot

Transition

Hold Tight and Let Go – A movement rhyme (Can be done with children sitting on the floor or lying flat on stomachs)

Squeeze your fists closed … tight!
Now let them open … Slowly
Squeeze your fists closed … tight!
Now let them open slowly

Hold your hands together … tight!
Now let them open … slowly
Hold your hands together … tight!
Now let them open … slowly

Open your mouth … wide!
Now close it … slowly
Open your mouth … wide!
Now close it … slowly

Open your eyes … wide!
Now close them slowly
Open your eyes … wide!
Now close them slowly

Extension Ideas

- Make little boo boo bunnies by folding a face cloth in half to make a triangle, tightly roll up the face cloth starting with the end that has two pointed edges together, fold it in half, then in half again, and putting an elastic a few inches from the folded edge, to form a head and floppy ears
- Try adding whiskers and googly eyes
- This is meant to be used as an ice pack for injuries, by putting an ice cube in the body of the bunny. You can also use the bunnies to pass around the circle for the above activity

Check on the Internet for additional information and picture cues on how to make a boo boo bunny
### Scarf Toss

**Space and Equipment**
Clear, open space; liquid bubble mix and wands, scarves, ribbon, tissue paper or toilet paper and music.

**Activity**
- Give each child a dancing ribbon made from scarves, ribbon, tissue paper or toilet paper
- Play music and dance with ribbons
- When the music stops the children throw their ribbons up in the air
- The goal is to catch it as it floats to the ground
- Repeat the process, focusing on giving the children many opportunities to throw the ribbons up and catch them

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
- Clothing & footwear
- Active supervision
- Rules & instructions
- Environment & facilities
- Safe equipment

Safety tips:
- Ensure the items you are throwing are soft and light. Make sure everyone has enough personal space. If space is a concern, tape squares or circles on the ground and make it a goal that each child stay in his or her own circle
- Safety rhyme before Transition #1:
  Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! “may be sung to the tune of “Twinkle Twinkle Little Star.”

**Transition**

**Bubble Burst**
- Blow bubbles; have children stand inside a hula hoop or taped off area and encourage them to reach and catch as many bubbles as they can without leaving their hula hoop. Encourage them to use different body parts to catch bubbles

**Tips**

**Tips for Catching**
- Arms up with elbows slightly bent
- Watch the scarf
- Reach towards the scarf
- Catch in hands, closing fingers
- Bring in towards your chest
**Scarf Toss**

**Adaptations**
- Eliminate dancing to make it easier. Have the children throw ribbons up to catch them.
- Add actions before catching: clap hands; squat down, etc. Add challenge by trying to do two or three actions before catching.
- Toss a scarf back and forth to a partner. Try throwing two scarves at the same time and catching each other’s scarf.
- Read the poem “My Kite.”

**My Kite - Poem**

It was splendid,
My kite ---
It flew and it flew
When we let out the string
In the wind,
And we knew
It would fly with the birds ---
It would fly to the sea ---
Then its tail
Tangled up in a
Terrible tree.

*Source: Cohn Livingston, M. in Temple, V., & Preece, A. (2007). p. 29*

- Pretend the scarf is a kite and you are a tree. In a big space, have the children run with the “kite” above their head and then let it go. You run behind and catch the kite in your “terrible tree branches”... then run and let it go for the children to catch.
- Read Once Upon a Cloud by Rob Walker with the children and talk about clouds (e.g. the different shapes and colours, where clouds come from, what they are).


**Extension Ideas**
- Provide pieces of white material for the children to decorate and design their own dancing ribbon.
- Put scarves in the dress up centre and have children explore with different ways to tie and wear scarves.
- Read: Pop! A Book about Bubbles by Kimberly Brubaker Bradley.

**Transition**

**Dance like Ribbons – Song (Sung to “Frere Jacques”)**

Dancing like ribbons, dancing like ribbons
In the air, in the air
Whirling, twirling ribbons
Whirling, twirling ribbons
Here and there, here and there
Dancing like ribbons, dancing like ribbons
In the air, in the air
Whirling, twirling ribbons
Whirling, twirling ribbons
Drifting to the ground, drifting to the ground

**Additional equipment:** scraps of white fabric
**Kick, Kick, Kick**

**Space and Equipment**
Clear, open space; one large ball per child

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.

**Safety tips:** Make sure children are aware of their own space and aware of the many balls on the floor.

**Safety rhyme before Transition #1:**
Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! “may be sung to the tune of “Twinkle Twinkle Little Star.”

**Activity**
- How many ways can you kick the ball? (Try each action below).
  - Can you kick the ball with your ……?:
    - Toe?
    - Heel?
    - Inside of foot?
    - Outside of foot?
    - With your other foot?
    - If the ball is rolling towards you - how can you stop it?
    - Block it, stand in front?
    - Put your foot on top?
    - Use your hands?

**Tips for kicking**
- Stand behind the ball
- Step (with kicking foot), plant (opposite foot), kick (with inside of foot)
- Watch the ball

**Transition**
Look up, Look down – Song (sung to the tune of “Pop Goes the Weasel!”)
Look up, look down,
Look all around.
Look high, look low.
How low can you go?
(Repeat)
Point up, point down,
Point all around.
Point high, point low.
How low can you go?
(Repeat)

**Additional actions:** Clap up, look up

**Tips**
- How many ways can you kick the ball? (Try each action below).
  - Can you kick the ball with your ……?:
    - Toe?
    - Heel?
    - Inside of foot?
    - Outside of foot?
    - With your other foot?
    - If the ball is rolling towards you - how can you stop it?
    - Block it, stand in front?
    - Put your foot on top?
    - Use your hands?

**Activity**
- How many ways can you kick the ball? (Try each action below).
  - Can you kick the ball with your ……?:
    - Toe?
    - Heel?
    - Inside of foot?
    - Outside of foot?
    - With your other foot?
    - If the ball is rolling towards you - how can you stop it?
    - Block it, stand in front?
    - Put your foot on top?
    - Use your hands?

**Transition**
Look up, Look down – Song (sung to the tune of “Pop Goes the Weasel!”)
Look up, look down,
Look all around.
Look high, look low.
How low can you go?
(Repeat)
Point up, point down,
Point all around.
Point high, point low.
How low can you go?
(Repeat)

**Additional actions:** Clap up, look up
Adaptations

- Older children can kick the ball against a wall and practice “trapping” the ball with their feet as it rolls back
- Have the children come up with different ways to kick or move or stop the ball

Extension Ideas

Additional equipment: paint, paper, clay, play dough or plaster

- Have the children draw pictures of themselves kicking a ball in different ways. Like a comic book, divide a paper in to 4-6 sections and have the children explore different methods of kicking through drawing.
- Make a mold of children’s feet with clay, play dough, plaster – talk about different reasons why your feet are important.
- Instead of finger painting, do foot painting. Allow children to create art with their feet.

Transition

I Use My Brain – A movement rhyme

I use my brain to think, think, think
I use my nose to smell
I use my eyes to blink, blink, blink
I use my throat to yell
I use my mouth to giggle, giggle, giggle
I use my hips to bump
I use my toes to wiggle, wiggle, wiggle
And I use my legs to kick
**Ready, Aim, Kick**

**Space and Equipment**
Open space, smaller groups work better; 10 – 15
Pylons or markers, 1 large ball per child

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety
CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.

**Safety tips:**
Children should only collect the balls when asked to do so – to avoid being hit by the ball

Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play
Have safe fun (hug self) so we’re okay (thumbs up)! “may be sung to the tune of “Twinkle Twinkle Little Star.”

**Activity**
- Line children up side by side (each with a ball) on a line facing a row of pylons or markers
- On ‘Go’ children try to hit a pylon or marker by kicking the ball
- On ‘Get them’ children run out and collect balls and bring them back to the starting line to repeat activity

**Transition**
Ten Fingers - A finger play
I have ten fingers (hold up both hands, fingers spread)
And they all belong to me, (point to self)
I can make them do things – Would you like to see?
I can shut them up tight (make fists)
I can open them wide (open hands)
I can put them together (place palms together)
I can make them all hide (put hands behind back)
I can make them jump high (hands over head)
I can make them jump low (touch floor)
I can fold them up quietly (fold hands in lap)
And hold them just so.

**Tips**
Tips for kicking
- Stand behind the ball
- Step (with kicking foot), plant (opposite foot), kick (with inside foot)
- Kick with inside of foot
- Head up!
- Look where you are kicking to
Adaptations

- Number the targets from 1 to 5. Challenge the children to hit the targets in a sequence.
- For older children number the targets and have a points system; have the children responsible for recording or adding their scores.

Extension Ideas

Additional equipment: construction paper, coloured markers, masking tape

- Have children create different targets by asking them to colour shapes, numbers or letters on different pieces of construction paper. These are the targets’ that can be taped onto the pylons or markers.
- Put the children in charge of marking a starting point for themselves with a piece of masking tape. Ask them to count the number of steps from the target to their start line.

Transition

Kick your Foot – (start with right foot) (sung to the tune of “Row Row Row Your Boat”)

Kick, kick, kick your foot  
High up to the sky  
Kick it high, kick it high  
Right up to the sky!

Repeat the verse using your left foot

Now try using your right foot for the first two lines and your left foot for the last two lines

Now try switching feet with each line! Work hard to stay standing!
**Emotions Walk**

**Space and Equipment**
Open space, smaller groups works better; 10 – 15 Pylons or markers, 1 large ball per child

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
- Clothing & footwear
- Active supervision
- Rules & instructions
- Environment & facilities
- Safe equipment.

**Safety tips:** Ensure that everyone has room to move around without hitting another child.

**Safety rhyme before Transition #1:**
Look (point to eyes) and listen (point to ears) when we play
Have safe fun (hug self) so we’re okay (thumbs up)! “May be sung to the tune of “Twinkle Twinkle Little Star.”

**Activity**
- Sing the song for the children and have everyone move around, doing the actions to the song

**Feelings March – Song (Sung to the tune of “Here We Go ‘Round the Mulberry Bush”)**

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

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

**Tips**
- Be a role model for the children
- Show the actions to the children by doing them as well
- Make facial expressions to go along with actions

**Transition**

**If You’re Happy and You Know It - Song**

- If you’re happy and you know it, clap your hands
- If you’re mad and you know it, stomp your feet
- If you’re sad and you know it, wipe your tears

**Stretching**

**If You’re Happy and You Know It - Song**

- If you’re happy and you know it, clap your hands
- If you’re mad and you know it, stomp your feet
- If you’re sad and you know it, wipe your tears

*Replace with different emotions*
Emotions Walk

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

Transition
The Way you Feel
- Have a series of situations that would reveal different emotions. Have the children stand up each time and show by facial expression how that situation might make them feel, then sit back down
  - your dog runs away from home
  - it’s your birthday
  - you learned a new trick or skill
  - you fell down and someone laughed at you
  - someone took your favourite toy
  - your friend comes over to play

Extension Ideas
Additional equipment: large mirror, paper plates, resource books, coloured markers
- Have a mirror available so children can see their own expressions
- Read books about emotions:
  - When Sophie Gets Angry - Really, Really Angry by Molly Ban
  - I Was So Mad by Mercer Mayer
  - Llama Llama Mad at Mama by Anna Dewdney
  - When I’m Feeling Angry by Trace Moroney
  - Feeling Angry (Let’s Talk About) by Joy Wilt Berry and Maggie Smith
  - Today I Feel Silly: And Other Moods That Make My Day by Jamie Lee Curtis or
  - How Are You Peeling? by Saxton Freymann and Joost Elffers
- Create masks using paper plates, showing different emotions
Fruit Salad

Space and Equipment
Clear, open space; no equipment

Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Ensure a large enough space is cleared. If you have the children walking backward, encourage them to look over their shoulder to see where they are going. When calling fruit salad, ask that the children give each other enough room to move.
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! “may be sung to the tune of “Twinkle Twinkle Little Star.”

Activity
• Have a corner designated for each of the four fruits you, or the children, choose, e.g., apples, oranges, bananas, grapes
• Assign each child one of the four fruits
• Have children go to the corner of the room that is designated for their specific fruit (oranges go to the orange corner)
• When you call out a specific fruit, everyone in that corner runs to the centre of the room, completes a specific skill the number of times requested as fast as they can, and returns to their corner
• Repeat this process using different skills and different combinations of fruit, e.g., jump up and down 5 times, hop 5 times, hop on one foot 5 times
• When you yell out “fruit salad!” all the children run to the centre as fast as they can, complete a specific skill the number of times requested and return to their designated corners
• The last time you call “fruit salad” tell the children that you will now be baking all the fruit in a big pie (move to Baking a Pie transition)

Running

Jumping

Hopping

Transition
Fruit Surprise
• Put pieces of fruit in plastic bags, then in paper bags around the room; have the children go get a bag. On the outside of each bag have instructions (e.g. spin in a circle 5 times, etc). After they have completed the instructions, they get to reach in to the bag without looking and try to guess the fruit.
• Use foods with different textures, shapes and sizes:
  - fuzzy (peach, kiwi)
  - smooth (tomatoes, apple)
  - bumpy (potato, strawberries)
  - long (carrot, cucumber, celery)
• Enjoy the fruit as a snack!

Tips
• Choose skills appropriate for the developmental level of the children participating. Start simple and slowly increase difficulty of skill or directions given.
• Allow children choice and input. Ask the question, “What else could we do in the middle?”

Fruit Salad

Adaptations
- Try doing this activity outside with cones for markers
- 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 in which corner they belong
- For older children you may want more difficult skills in the centre such as rolling around, galloping, bouncing, throwing and catching a ball, etc.
- Try making the corners different types of food or animals. Use exotic fruit or food and provide the fruits for snack time
- Try using things other than fruit, e.g., other types of food, animals, dinosaurs, flowers, etc.

Transition
Baking a Pie
- Ask the children to show you what fruit would look like when it is cooking in the oven
- Tell them as they cook they get more and more energy
- Tell the children 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)
- After a short while tell the children that you will now be taking the fruit pie out of the oven. Ask them what the fruit would do when it is taken out of the oven and begins to cool (the idea is to get children to cool down and at the final stage lie on the floor still)
- Coach them through with prompts like, “You are getting cooler and cooler; 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
- Remember to join in and model appropriate behaviours and actions

Extension Ideas
Additional equipment: fresh fruits and vegetables, grains, etc.; newspaper flyers
- Incorporate a circle time discussion about healthy eating and individual’s favourite fruits and veggies
- Have the children make their own fruit name tags
- Bring in fresh fruits and vegetables and let children practice sorting them into pairs or get four pieces for each food group (fruit & veggies, grains, dairy and protein). Have children cut out food from flyers and glue in to one of the four major food groups
- Take the children on a trip to a farmers market or a produce store. Let the children smell, touch, and sample fruit from around the world. Or buy fruit and have them mix their own fruit salad
**Musical Hoops**

<table>
<thead>
<tr>
<th>Space and Equipment</th>
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</thead>
<tbody>
<tr>
<td>Large outdoor space with a small group of children works best; Hula hoops or skipping ropes (if neither is available try masking tape or string)</td>
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</table>

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<th>Safety and Injury</th>
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<tr>
<td>Are you having safe fun? Do 5 checks for safety CARES before and during the activity: Clothing &amp; footwear, Active supervision, Rules &amp; instructions, Environment &amp; facilities, Safe equipment. Safety tips: Ensure children are wearing appropriate footwear, stepping on the hoops could cause injury. Ask the children to be aware of their friends. Pushing and shoving to get into a hoop is inappropriate, work as a team to get everyone in.</td>
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<tbody>
<tr>
<td>Snake Stomp</td>
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<tr>
<td>Hold a skipping rope at one end. Keeping the rope on the ground, wiggle it back and forth while having the children try to stomp on the rope</td>
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</tbody>
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<table>
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<tr>
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<tbody>
<tr>
<td>• Place several hula hoops side by side on the floor, as many as you have access to, or maximum one per child</td>
</tr>
<tr>
<td>• Turn on music and let children join in dancing to the music</td>
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<tr>
<td>• Have children walk, run, dance around hoops while music is playing</td>
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<tr>
<td>• When music stops, everyone has to stand inside of a hoop</td>
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<tr>
<td>• You can have more than one person in a hoop</td>
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<tr>
<td>• When the music starts back, remove one hoop</td>
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<tr>
<td>• Eventually you end up with one hoop and everyone tries to squeeze to put a body part in the hoop</td>
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<tr>
<td>• If fitting all the children in a hoop is difficult or will cause injury, start a new game on the other side of the area, where you add a hoop each round from the other game</td>
</tr>
<tr>
<td>• Begin to move children to the second game by putting limits on how many children can be in a hoop at one time</td>
</tr>
<tr>
<td>• When a child can’t fit in a hoop in the first game, they can join the new game</td>
</tr>
</tbody>
</table>

Source: Nutrition Resource Centre, 2007
Musical Hoops

Adaptations
• Try musical chairs – never eliminate children from the game. Children should always be involved and active.
• Puddle jumping, use skipping ropes or string to make wavy circles. Jump in, out, over “puddles”
• To make it more difficult have the children perform an action to get to the hoop, such as, hopping, skipping, clapping their hands, etc.

Extension Ideas
• Paint and cut out several sizes and colours of circles to make a hanging mobile. Use a paper towel roll and string to attach circles
• Blow bubbles

Transition
Hoop Stretch
• 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 them do the exercises sharing a hoop with another child with hoop in hands reach up high, to the side and to the other side
• Standing, put arm through the hoop and hold arm parallel to the floor, switch arms
• Sitting with legs spread out, reach the hoop as far out front as you can and to each side. This could be done in partners, passing the hoop back and forth, stretching to reach the hoop
• Lie on your back, holding hoop stretch on ground above head, to each side of your body knees bent and up over your head in the air
Shape Dancing

Space and Equipment
Clear, open space; different kinds of shapes in different colours on paper (one for each child), music and a music player

Activity
- Prepare different kind of shapes in large sizes and smaller sizes such as diamonds, squares, triangles, rectangles, circles, and stars
- Label large size shapes and stick them on the floor or on pylons around the room. Note: during the game, children will stand near the shapes, so laminating or using cardboard is recommended
- Have the children sit in a circle and show them all the small shapes; ask the children to each shape colour
- Give each child one of the shapes
- Have the children stand up and hold on to their shape
- Have them dance around in the space while listening to the music
- You can cue them to walk fast or slow or to jump or dance to the beat of the music
- When the music stops, children have to find the shape and stand beside the shape that is same as the one in their hand
- Repeat this several times, having the children trade shapes between rounds
- At the end of the activity, ask children to hand in their shape, and continue to move along with the music
- When the music stops ask the children to sit on the floor

Walking

Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Ensure you have a large enough space for the children to move around without colliding. Ensure children do not stand on the paper, it will be slippery and could cause injury.
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! “may be sung to the tune of “Twinkle Twinkle Little Star.”

Transition
Hide and Go Seek
- Hide cut-outs of shapes and have the children find as many as they can scattered throughout the room

Tips
- Be sure the children know the names of the different shapes and colour before trying this activity. This activity can help them to recognize different shape and colour in a fun way
- With younger children, make the same shapes in the same colour. When you are with older children, you can make the same shapes but with different colours
Shape Dancing

Adaptations
• You can use the same concept but use letters, numbers, or the children’s names
• You can also try changing the music speed: fast or slow during their movements and encouraging them to move at the same pace

Transition
Shape Song (can be sung to the tune of: “Twinkle, Twinkle Little Star”)
Put your shape up in the air
Hold it high and keep it there
Put your shape on your back
Now please lay it on your lap
Put your shape on your toes
Now please hold it by your nose
Hold your shape in your hand
Now will everyone please stand
Wave your shape at the door
Now please lay it on the floor.
Hold your shape and jump, jump, jump
Now throw your shape way, way up

Extension Ideas
Additional equipment: construction paper, scissors
• Read The Shape of Things by Dayle Ann Dodds
  I'm a Square! Shape exercise (repeat exercise using body, legs, arms, fingers and so on)
  Can you use your body to make a square shape? A giant square shape? A tiny square shape?
  Can you use your body to make a triangle shape? A tall triangle shape? A short wide triangle shape?
  Can you use your body to make a circle shape? Can you and your friend make a circle shape together?
  Can all your friends make a big circle shape together?
**Sports Club**

**Space and Equipment**
Open space, smaller groups works better; 10 – 15
Pylons or markers, 1 large ball per child

**Throwing**

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety
CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: Explain to children that it is important they do these actions in their own space to avoid hurting others
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play
Have safe fun (hug self) so we’re okay (thumbs up)!
“may be sung to the tune of “Twinkle Twinkle Little Star.”

**Kicking**

**Transition**
I’m Bouncing - Poem
I’m bouncing, bouncing everywhere
I bounce and bounce into the air
I’m bouncing, bouncing like a ball
I bounce and bounce, then down I fall


**Running**

**Activity**
- Have children find a space without touching other children in a large open area
- Call out a specific sport and children demonstrate the action for 15 to 30 seconds. For example, call out an “ice skater” and have the children skate around, or a “boxer” and children may move their feet quickly as they throw imaginary punches towards a wall
- Continue to call out sports and having the children model the actions
- As a last sport call out yoga. Try a few different yoga poses and stretches:
  - Tree pose: standing on one leg, hands together above head
  - Mountain pose: stand up nice and tall, feet together and reach up to the sky.
  - Downward dog: On all fours (hands and feet), with bum up in the air
- Try searching for children’s yoga for appropriate ideas and adaptations on the Internet

**Tips**
- To spark interest in different sports, ask parents or community members who are involved in different sports to come in with their equipment and uniforms and talk about that sport. You could even have them play a game or teach a skill to the children
Adaptations

- If children are shy or uneasy try demonstrating the actions and encouraging them to copy you
- Play sports anthems in the background to get the children into the activity
- To make the activity more challenging, stand in a circle and one at a time have children act out a sport. To transition to the next child, have the second child ask the first child what they are doing. The first child should give the wrong answer, i.e. acting as if they are playing hockey, but say they are playing tennis

Extension Ideas

- 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
- Create drawings and stories about the children’s favourite sports using a variety of craft materials to enhance creativity
- Explore sports from different cultures

Transition

Pass the Ball

- Sit in a circle and introduce different balls and the sport they are used for (football, soccer ball, baseball, lacrosse ball, tennis ball)
- Pass the balls around the circle so the children can have a look
- Pass a ball around again and have each child share what their favourite sport is, or what ball they liked the most
### Activity
- Set up several “mailboxes” (baskets or large envelopes) around the room with cues (addresses) that correspond to the “letters”
- Give each child one or more letters to deliver
- Explain to the children that they have to deliver their letter to the correct mailboxes, (matching the addresses on the letter to the mailbox)
- Have the children run, skip, hop, or jump to deliver their letters to the mailboxes (basket or large envelopes) as fast as they can
- Once they have finished delivering all their letters they can return to the middle of the room
- The children who are finished can now help other children deliver their letters (teaches children cooperation)

### Tips
- Talk about what different community members do: firemen, police officers, barbers, bank tellers, mail carriers, tow truck drivers, etc.
- Encourage children to expand on their physical skills, challenging each child individually to practice a variety of skills (jumping, running, hopping, skipping, and so on)

### Safety and Injury
**Are you having safe fun? Do 5 checks for safety before and during the activity:**
- Clothing & footwear
- Active supervision
- Rules & instructions
- Environment & facilities
- Safe equipment

**Safety tips:** Ensure the mailboxes/baskets are at an appropriate height to reach. Eliminate any major obstacles that might get in the way.

**Safety rhyme before Transition #1:**
Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! “may be sung to the tune of “Twinkle Twinkle Little Star.”

### Space and Equipment
Clear, open space; paper, markers, envelopes, baskets

### Transition
**I Can Be – A movement rhyme**
- I can be BIG (arms and legs as wide as they can go)
- I can be SMALL (squeeze arms and legs in to body)
- I can be SHORT (bend knees and crouch low)
- Or I can be TALL (reach to the sky on tip toes)
- I can be FAST (march quickly on the spot)
- I can be SLOW (march slowly on the spot)
- I can STOMP LOUDLY or I can TIP TOE
- BIG or SMALL, SHORT or TALL
- I like to be just ME!

*Source: New Brunswick Gymnastics Association (n.d.)
Foundations for all: Active explorers #3, three to five years*
Post Office

Adaptations
• Try having mailboxes correspond to pictures on the envelopes (place a picture of 4 objects on the small envelope and place a paper with the number 4 on a large envelope or basket. The children then must count the objects on their envelope and find the right mailbox or basket
• For older children you can try using longer words or even postal codes on the letters and mailboxes and eliminate pictures on either the envelope or the mailbox
• Try using different skills. Ask the children to skip, hop, jump, or crawl to deliver their letters

Extension Ideas
• Have the children write a letter or draw a picture to put in the envelopes
• Make and decorate mailboxes out of shoe boxes or milk cartons
• Create a post office in the dramatic play area

Transition
In the Mailbox – Song (can be sung to: “Are You Sleeping?”)
In the mailbox, in the mailbox
Look and see, look and see!
A package or a postcard!
A letter from my grandma!
Just for me, just for me!
In the mailbox, in the mailbox
Look and see, look and see!
A magazine that’s dandy!
A valentine with candy!
Just for me, just for me!
Space and Equipment
Clear, open space; optional, teddy bears

Safety and Injury
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
Clothing & footwear, Active supervision, Rules & instructions, Environment & facilities, Safe equipment.
Safety tips: If using props to crawl over and under ensure the children do it slowly and there is an ECE available to assist the children
Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! “may be sung to the tune of “Twinkle Twinkle Little Star.”

Activity
• Optional: Begin the activity by asking the parents (in advance) to bring in their child’s teddy bear, or just bring one for you (ECE)
• Have the children used their teddy bears to do a warm up, or have them act like teddy bears
• Have them do actions such as marching on the spot, marching with your feet wide apart then close together
• Point out different body parts before you do the actual activity, and make sure children can follow along when you ask them to touch (their own nose, eyes, ears, etc)
• Invite the children over and start singing the song (see below) and imitate the actions with your bear
• Afterward, put your bear down and tell the children he is tired. Then invite the children to be teddy bears!
• Role model the actions for the children. Add other actions as you please. Make sure to exaggerate the actions and sing the song slowly so the children can follow along easily
• Have the children stretch with their teddy bears in hand and slowly transition to the next activity

Teddy Bear, Teddy Bear – A movement rhyme
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, turn out the lights!
Teddy Bear, Teddy Bear, say good-night!
Teddy Bear, Teddy Bear, slap your knees,
Teddy Bear, Teddy Bear, sit down please.

Transition
Bears Everywhere – A movement rhyme
Bears, bears, bears, everywhere! (Point in all directions)
Bears climbing stairs (Pretend to climb)
Bears sitting on chairs (Pretend to sit)
Bears collecting fares (Reach out for fares. Place hands in pockets)
Bears giving stares (Stare at group)
Bears, bears, bears, everywhere! (Point in all directions)

Tips
• 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!”
• 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
• Children may get distracted holding their bears while doing the activity and actions. You may want to put the bears away, before singing the song to avoid distraction
Adaptations

- Children not so fond of bears? Become cats, dogs, robots, any animal can be used in place of teddy bears

Extension Ideas

- Have a “teddy bear day.” Let the children bring teddies from home. They are invited everywhere with the children.
- Have a teddy bear picnic for lunch!
- Read The Teddy Bears’ Picnic by Jerry Garcia, David Grisman, and Bruce Whatley and Teddy Bears’ Picnic by Jimmy Kennedy and Alexandra Day

Transition

Two Little Teddy Bears – A movement rhyme (Use the pointer finger on each hand)

Two little teddy bears sitting on a hill (Have the children show their teddy bears)
One named Jack and one named Jill (Hold one up high then hold the other one up high)
Run away Jack. Run away Jill (Hide one behind your back, and then hide the other one behind your back, so both are now hidden)
Come back Jack. Come back Jill (Bring back one teddy bear, and then bring back the other teddy bear)
Repeat
I Spy with my Little Eye

**Space and Equipment**
Open, clear space; random objects in various different colours (bean bags, crumpled construction paper, balls, blocks)

**Activity**
- Spread different coloured objects all over the floor
- Call out, “Take two baby steps” or “Crawl four steps” or “Hop five times” towards….
- Ask a child to call out the name of an object or colour
  - Everyone moves towards the object by walking, skipping, or crawling a certain number of steps
- The game progresses as each child has a chance to name an object or colour and everyone else finds it

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
- Clothing & footwear
- Active supervision
- Rules & instructions
- Environment & facilities
- Safe equipment

Safety tips: Ensure children understand that they do not need to pick up or touch the item, it is not a race. They just need to focus on moving towards the item as directed

Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play Have safe fun (hug self) so we’re okay (thumbs up)! *may be sung to the tune of “Twinkle Twinkle Little Star.”

**Transition**
**Sorting**
- Have different buckets spread out around the room and have the children sort items by taking them to different bins categorized by colour, shape or item

**Tips**
- Assist children in choosing an item to call out. If they are having difficulties, encourage them to go get the item, or point it out
- Challenge the children and slowly increase the difficulty of the skill being performed ensures children will be successful in practicing and perfecting new skills, but still remain engaged
I Spy with my Little Eye

Adaptations
• Add more colours and more objects to make it more difficult
• To simplify, use fewer colours or objects
• Try adding different skills - skip, hop, crab walk to the item
• Do the activity in pairs, so each pair has to collect two objects

Extension Ideas
Additional equipment: zip lock bags, shaving cream, food colouring; plastic bottles with lids, items of the same colour, water, liquid soap
• Fill plastic bags with shaving cream. Place one drop of each colour of food colouring inside the bag of shaving cream, carefully squeeze out the air and seal the bag. Allow the children to gently squeeze the bags in order to mix the colours
• Make magic coloured bottles: fill clear plastic bottles with items of the same colour, e.g., blue marbles, blue straws, blue buttons, blue glitter, blue paper clips. Have the children fill the bottles with water. Add a drop of colouring and a pump of liquid soap. Close it tight and shake.

Transition
Eye Spy
• Go for a walk and have children point out as many things as they can find of a specific colour for the duration of the walk. “Today we are going to try and spot as many red things as we can” (flowers, cars, garbage, birds, leaves etc.)
• Ensure the children know that they only need to point at the objects, they should not touch or pick them up
**Where Are You?**

**Space and Equipment**
Clear, open space; no equipment

**Safety and Injury**
Are you having safe fun? Do 5 checks for safety CARES before and during the activity:
- Clothing & footwear, 
- Active supervision, 
- Rules & instructions, 
- Environment & facilities, 
- Safe equipment.

Safety rhyme before Transition #1:
Look (point to eyes) and listen (point to ears) when we play
Have safe fun (hug self) so we’re okay (thumbs up)!
*May be sung to the tune of “Twinkle Twinkle Little Star.”*

**Activity**
- Stand on the opposite side of the room or space from the children. Cue the children to ask, “Where are you?”
- Respond with “I am in Germany” (for an example). Use different places around the world each round.
- The children then repeat where you said you were. “Germany!” They then say, “How do we get there?”
- Respond with a mode of transportation. For example, you can say you travelled there in an airplane, rode on a motorcycle, in a bus or a submarine, train, swim etc.
- The children do that action to cross the gym to join you.
- More examples: hop like a frog, stomp like a dinosaur, swim like a fish, walk like a penguin etc.
- Once all the children have joined you, have them run back to their side of the room. Play again by having the children ask “Where are you?” again.
- For the last round have the children travel through quick sand, deep snow or mud, on the back of a turtle or snail.
- Coach them to move slowly as if they were getting stuck.

**Transition**

**Bug in a Rug**
- Place a large sheet or blanket on the floor and ask the children to sit around it. Choose one child to step away from the group and close his/her eyes.
- Tap a child on the shoulder to crawl under the “rug”. The child who was away from the group with eyes closed is called back to the circle.
- Now the rest of the children stand up, join hands, and walk in a circle chanting:
  - “Bug in the rug”
  - “Bug in the rug”
  - “Who’s that bug in the rug?”
- The child who was away has to guess who is under the rug by looking around to see who is missing. The child under the rug is then revealed.

**Tips**
- Have the children suggest other places to go to see what they know about other places in the world, or different ways to travel.
Where Are You?

Adaptations

- With younger children, use more simple actions such as running or jumping like a frog. It is also helpful to show the children the motion from where you are standing.
- With older children, incorporate sounds to go with the way they are travelling.

Transition

I Can Fly - Poem

I can fly, of course
Very low
Not fast
Rather slow
I spread my arms
Like wings
Lean on the wind
And my body zings about.
Nothing showy - A few loops
And turns - But for the most part, I just coast
However, since people are prone
To talk about it
I generally prefer
Unless I am alone
Just to walk about.


Extension Ideas

Additional equipment: paper, glue, coloured markers or crayons

- Create a map of the world
- Have the children colour in the countries that were travelled to; you could have them cut the map into continents or provinces and hide the pieces around the room.
- When all the pieces are found, have the children put the puzzle map back together and glue it.
Active Start - is the first stage of the Canadian Sport for Life, Long Term Athlete Development (LTAD) Model. The Active Start Stage focuses on ages 0 – 6 when young children develop fundamental movement skills through active play. Children at this stage need to be introduced to relatively unstructured play that incorporates a variety of body movements.

Age definitions
- **Toddler** – a child from 12 months up to 36 months old
- **Pre-school age child** – a child from ages 3 to 6 until enrolled in and attending grade 1

**Canadian Sport for Life (CS4L)** – a movement which promotes healthy growth and development through good sport, so people can enjoy a lifetime of physical activity and excel in sport.

**Fundamental Movement Skills** – motor activities and body movements that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic and sport situations. For children in the early years, this means practicing and building movement skills in three areas:

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<th>Locomotor Skills</th>
<th>Non-Locomotor Skills</th>
<th>Manipulative Skills</th>
</tr>
</thead>
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<tr>
<td>Motor skills that move a person from one place to another</td>
<td>Large and small body movements performed in a single location around the body’s axis</td>
<td>Motor skills used to receive, handle, control, receive or deliver an object</td>
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<tr>
<td>- crawling</td>
<td>- stretching</td>
<td>- throwing</td>
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<td>- skipping</td>
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**Long-Term Athlete Development (LTAD) Model** – A CS4L framework for developing physical literacy, physical fitness and competitive ability through 7 distinct stages of physical activity development across the lifespan. LTAD provides a development plan for everyone to participate in physical activity and sport. It recognizes physical literacy as the foundation for developing the skills, knowledge and attitudes needed for Canadians to lead healthy active lives. Its first stage, Active Start, offers a safe, enjoyable, and progressive pathway for children to pursue healthy physical activity.

**Physical Activity** - Any bodily movement produced by skeletal muscles that results in energy expenditure. For infants and very young toddlers, the term “movement” is a more common way to describe young children’s physical activity (NASPE 2002).

**Physical Literacy** – fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic (dance) and sport situations are developed. Physical literacy also includes the ability to ‘read’ what is going on around them in an activity setting and react appropriately to those events.

For full physical literacy children should learn fundamental movement skills and fundamental sport skills in each of the four basic environments:

- **On the ground** – as the basis for most games, sports, dance and physical activities
- **In the water** – as the basis for all aquatic activities
- **On snow and ice** – as the basis for all winter sliding activities
- **In the air** – basis for gymnastics, diving and other aerial activities

**Structured physical activity** – a developmentally appropriate physical activity that is guided by an ECE

**Unstructured physical activity** – a child-initiated physical activity that occurs as the child explores his or her environment.
Bibliography


Resources to Support Physical Literacy Development


Resources to Support Physical Activity


## Appendix A - Comprehensive List of Activities and Associated Fundamental Movement Skills

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<td>Skip to my Lou</td>
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<td>Jump the River</td>
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