



Be well Equipped to Be Active!

Please know that the equipment listed and the Be Active Kids (BAK) Movement Guide activities provided are examples and can be modified and adapted to the children, space, and goals of the activities.

PRESCHOOL EQUIPMENT

• HOOPS (Use with BAK activities on pages 69, 71, 93, 101, 106)

- > Manipulative
 - Throwing and rolling
 - Use as a target to throw, kick, and collect (on floor, suspended, held)
- > Non-manipulative/non-locomotor
 - Jumping and landing (inside/outside, over)
 - Balancing (inside/outside, on)
 - Use for stretching, bending, twisting, and turning
- > Locomotor
 - Use as place marker to move to (walk, run, hop, skip, gallop)
 - Move around it (inside/outside, forwards/backwards, clockwise/counterclockwise)
- > Management
 - Use as a “home base” to return to before, after, and during activities
 - Use to work on self-space and do things only inside “your” hoop



• BALLS (Use with BAK activities on pages 69, 71, 78, 93, 96, 99, 103, 104)

- > Manipulative
 - Throwing, tossing, catching, kicking, punting, dribbling, striking, and collecting (high, low, middle, near/far, light/strong)
 - Muscular strength and endurance (arms, legs, core)
- > Non-manipulative/non-locomotor
 - Balancing while holding ball (above, around, alongside, in front/behind, near/far, on/off, over/under—different body parts)
- > Management
 - Start by having children play with ball alone, then with partners, then in groups



• SIT-N-SPIN

- > Non-manipulative/non-locomotor
 - Turning*, twisting, and stretching
 - Muscular strength and endurance (arms, shoulders, core)
- > Management
 - Limit the number of children on Sit-n-Spin at same time
 - Avoid having children stand on Sit-n-Spin

(* Spinning motion will also help the children's vestibular system which is beneficial to their developing brains.)

• SCARVES (Use with BAK activities on pages 68, 70, 95)

- > Manipulative
 - Tossing, catching, and collecting (high, low, middle)
- > Non-locomotor
 - Use for stretching, twisting, and turning (above, around, alongside, in front/behind, near/far, on/off, over/under—different body parts)
 - Use with partner for mirroring/matching, and pulling
 - Muscular strength and endurance (arms, shoulders, core, legs)
 - Flexibility
- > Locomotor
 - Use during chasing and fleeing games
 - Stand on and “skate” around room
 - Use with music and dance around the room
 - Cardiovascular endurance
- > Management
 - Avoid using to jump on or over as they will slip and slide



• BEAN BAGS (Use with BAK activities on pages 65, 69, 98, 101)

- > Manipulative
 - Throwing, tossing, catching, or collecting (high, low, middle, near/far, light/strong)
- > Non-manipulative/non-locomotor
 - Balancing on different body parts
 - Balancing while holding bean bag (above, around, alongside, in front/behind, near/far, on/off, over/under—different body parts)
- > Management
 - Start by having children play with bean bags alone, then with partners, then in groups



• MOVEMENT DICE

- > Manipulative
 - Throwing underhand/overhead, rolling, or collecting (near/far, strong/light)
- > Non-manipulative/non-locomotor
 - Balance, jumping and landing
- > Locomotor
 - Walking, hopping, and skipping



GENERAL MANAGEMENT SUGGESTIONS:

- Try to have one piece of equipment per child (for maximum individual participation)
- Allow children to self-select and switch equipment often (colors, shapes, textures, weights, sizes, etc.)
- Teach and practice how to use equipment often (including what to do with equipment while teacher talks and at the end of the activity)
- Add music to encourage change in tempo (speed), reinforce stop/go cues, and listen for movement commands
- For more motor skills and movement concepts refer to the *Movement Wheel* on page 117 in your *Be Active Kids Movement Guide*



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Please know that the equipment listed and the Be Active Kids (BAK) Movement Guide activities provided are examples and can be modified and adapted to the children, space, and goals of the activities.

• POLY SPOTS/FLOOR MARKERS

(Use with BAK activities on pages 69, 72, 74, 96)

- > Manipulative
 - Throw like a frisbee
 - Use as a target to throw, kick, and collect (on floor, suspended, held)
- > Non-manipulative/non-locomotor
 - Jumping and landing (on/off, over)
 - Balancing (on/off, in front/behind)
 - Use for stretching, bending, twisting, and turning
 - Transferring weight on or between multiple spots
 - Muscular strength and endurance (legs, arms, shoulders, core)
 - Flexibility
- > Locomotor
 - Use as a place marker to move to
 - Stepping, hopping, and leaping (onto, around, between)
 - Cardiovascular endurance
- > Management
 - Make sure they do not slide or secure to floor with tape
 - Use as a “home base” to return to before, after, and during activities
 - Use to work on self-space and do things only on “your” spot



• BALANCE BOARD

- > Non-locomotor
 - Balancing and transferring weight
 - Muscular strength and endurance (legs, core), flexibility



Additional equipment that would be beneficial to provide physical activity opportunities to a preschool classroom includes, but is not limited to:

- | | | |
|-------------------|----------------------|---------------------|
| • Tape | • Jump ropes | • Loose parts |
| • Socks | • Hula hoops | • Paper plates |
| • Loofahs | • Scooter boards | • Pool noodles |
| • Baskets/buckets | • Stepping stones | • Rackets |
| • Beach balls | • Blocks to jump off | • Small cars/trucks |
| • Bubble wrap | • Milk jugs | |

• CONES

(Use with BAK activities on pages 78, 93, 102, 103, 104)

- > Manipulative
 - Use as place markers for goals to throw, kick, dribble, punt, and strike to (near/far, wide/narrow, large/small)
 - Use as tee to hold balls on when striking or kicking
- > Non-manipulative/non-locomotor
 - Use to jump over
 - Balance cone on different body parts or balance different body parts on cone
- > Locomotor
 - Use as a place marker for a variety of locomotor movements
 - Use to create pathways for moving through (straight, curved, zigzag)
 - Use as starting or finishing line
 - Use to hold a stick, board, or cut hoop to move under/leap over
 - Cardiovascular endurance
- > Management
 - Use as boundaries (increase and decrease size of general space)



• TUNNEL (Use with BAK activities on pages 66, 93, 96, 102)

- > Manipulative
 - Use to throw, roll, and kick a ball through
- > Non-manipulative/non-locomotor
 - Muscular strength and endurance (arms, legs, core)
- > Locomotor
 - Crawling, creeping, chasing, and fleeing (along/through, over/under)
 - Cardiovascular endurance
- > Management
 - Limit the number of children in tunnel at the same time



• HOPSCOTCH CARPET

- > Manipulative
 - Throw (toss) object to the carpet target spot
- > Non-manipulative/non-locomotor
 - Jumping and landing
 - Transferring weight
 - Balancing on one and two feet
 - Muscular strength and endurance (legs, core)
- > Locomotor
 - Hopping and/or skipping could be involved
 - Cardiovascular endurance
- > Management
 - Limit the number of children on carpet at same time





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TODDLER EQUIPMENT

- **HOOPS** (Use with BAK activities on pages 54, 58, 60, 83, 93, 101, 106)

- > Manipulative
 - Throwing and rolling
 - Use as a target to throw, kick, and collect (on floor, suspended, held)
- > Non-manipulative/non-locomotor
 - Jumping and landing (inside/outside, over)
 - Balancing (inside/outside, on)
 - Use for stretching, bending, twisting, and turning
- > Locomotor
 - Use as a place marker to move to (walk, run, hop, skip, gallop)
 - Move around it (inside/outside, forwards/backwards, clockwise/counterclockwise)
- > Management
 - Use as a “home base” to return to before, after, and during activities
 - Use to work on self-space and do things only inside “your” hoop



- **SCARVES** (Use with BAK activities on pages 84, 95)

- > Manipulative
 - Tossing, catching, and collecting (high, low, middle)
- > Non-manipulative/non-locomotor
 - Use for stretching, twisting, and turning (above, around, alongside, in front/behind, near/far, on/off, over/under—different body parts)
 - Use with partner for mirroring/matching, and pulling
 - Muscular strength and endurance (arms, shoulders, core, legs)
 - Flexibility
- > Locomotor
 - Use during chasing and fleeing games
 - Stand on and “skate” around room
 - Use with music and dance around the room
 - Cardiovascular endurance
- > Management
 - Avoid using to jump on or over as they will slip and slide



- **BEAN BAGS**

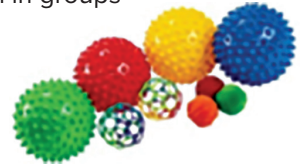
(Use with BAK activities on pages 56, 83, 84, 98, 101)

- > Manipulative
 - Throwing, tossing, catching, and collecting (high, low, middle, near/far, light/strong)
- > Non-manipulative/non-locomotor
 - Balancing on different body parts
 - Balancing while holding bean bag (above, around, alongside, in front/behind, near/far, on/off, over/under—different body parts)
- > Management
 - Start by having children play with bean bags alone, then with partners, then in groups



- **BALLS** (Use with BAK activities on pages 51, 53, 61, 62, 81, 82, 85, 86, 93, 96, 99, 103, 104)

- > Manipulative
 - Throwing, tossing, catching, kicking, punting, dribbling, striking, and collecting (high, low, middle, near/far, light/strong)
 - Muscular strength and endurance (arms, legs, core)
- > Non-manipulative/non-locomotor
 - Balancing while holding ball (above, around, alongside, in front/behind, near/far, on/off, over/under—different body parts)
- > Management
 - Start by having children play with ball alone, then with partners, then in groups



- **SIT-N-SPIN**

- > Non-manipulative/non-locomotor
 - Turning*, twisting, and stretching
 - Muscular strength and endurance (arms, shoulders, core)
- > Management
 - Limit the number of children on Sit-n-Spin at same time
 - Avoid having children stand on Sit-n-Spin



(* Spinning motion will also help the children’s vestibular system which is beneficial to their developing brains.)

GENERAL MANAGEMENT SUGGESTIONS:

- Try to have one piece of equipment per child (for maximum individual participation)
- Allow children to self-select and switch equipment often (colors, shapes, textures, weights, sizes, etc.)
- Teach and practice how to use equipment often (including what to do with equipment while teacher talks and at the end of the activity)
- Add music to encourage change in tempo (speed), reinforce stop/go cues, and listen for movement commands
- For more motor skills and movement concepts refer to the *Movement Wheel* on page 117 in your *Be Active Kids Movement Guide*



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• POLY SPOTS/FLOOR MARKERS

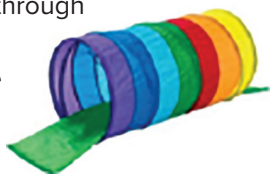
(Use with BAK activities on pages 54, 58, 60, 89, 96)

- > Manipulative
 - Throw like a frisbee
 - Use as a target to throw, kick, and collect (on floor, suspended, held)
- > Non-manipulative/non-locomotor
 - Jumping and landing (on/off, over)
 - Balancing (on/off, in front/behind)
 - Use for stretching, bending, twisting, and turning
 - Transferring weight on or between multiple spots
 - Muscular strength and endurance (legs, arms, shoulders, core)
 - Flexibility
- > Locomotor
 - Use as a place marker to move to
 - Stepping, hopping, and leaping (onto, around, between)
 - Cardiovascular endurance
- > Management
 - Make sure they do not slide or secure to floor with tape
 - Use as a “home base” to return to before, after, and during activities
 - Use to work on self-space and do things only on “your” spot



• TUNNEL (Use with BAK activities on pages 93, 96, 102)

- > Manipulative
 - Use to throw, roll, and kick a ball through
- > Non-manipulative/non-locomotor
 - Muscular strength and endurance (arms, legs, core)
- > Locomotor
 - Crawling, creeping, chasing, and fleeing (along/through, over/under)
 - Cardiovascular endurance
- > Management
 - Limit the number of children in tunnel at the same time



• WALKER

- > Non-manipulative/non-locomotor
 - Balancing and transferring weight
 - Pulling and pushing
 - Muscular strength and endurance (arms, legs, core)
- > Locomotor
 - Walking and running (straight/curved/zigzag, forward/backward, slow/fast)
 - Cardiovascular endurance



• CONES (Use with BAK activities on pages 82, 93, 102, 103, 104)

- > Manipulative
 - Use as place markers for goals to throw, kick, dribble, punt, and strike to (near/far, wide/narrow, large/small)
 - Use as tee to hold balls on when striking or kicking
- > Non-manipulative/non-locomotor
 - Use to jump over
 - Balance cone on different body parts or balance different body parts on cone
- > Locomotor
 - Use as a place marker for a variety of locomotor movements
 - Use to create pathways for moving through (straight, curved, zigzag)
 - Use as starting or finishing line
 - Use to hold a stick, board, or cut hoop to move under/leap over
 - Cardiovascular endurance
- > Management
 - Use as boundaries (increase and decrease size of general space)



Additional equipment that would be beneficial to provide physical activity opportunities to a toddler classroom includes, but is not limited to:

- | | | |
|-------------------|---------------|-------------------------|
| • Tape | • Beach balls | • Pool noodles* |
| • Socks | • Bubble wrap | • Small stuffed animals |
| • Loofahs | • Push toys | • Loose parts |
| • Baskets/buckets | • Pull toys | |

* Child care rule 10A NCAC 09 .0604 discourages use of foam pool noodles, but by close supervision and/or by wrapping in tape, these are acceptable and developmentally appropriate pieces of equipment.





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INFANT EQUIPMENT

Please note that *Be Active Kids Movement Guide* activities are designed to be completed without any special equipment. The equipment listed below will enhance the infant's physical activity environment by providing motivational materials to manipulate, move, and explore.

• BALLS

- > Manipulative
 - Grasping, throwing, rolling, and collecting
- > Non-manipulative/non-locomotor
 - Use to stimulate rolling, twisting, turning, and reaching
- > Locomotor
 - Creeping and crawling



• SCARVES

- > Manipulative
 - Use to stimulate grasping
 - Throwing and collecting
- > Non-manipulative/non-locomotor
 - Use to stimulate rolling, twisting, turning, and reaching for scarves
- > Locomotor
 - Creeping and crawling



• INFANT TUNNEL

- > Manipulative
 - Suspend light, textured items that make noise, or items that blink/flash to stimulate reaching, grasping, and striking
- > Non-manipulative/non-locomotor
 - Make motions and noises on tunnel sides to stimulate rolling, twisting, and turning
- > Locomotor
 - Creeping and crawling



• CLIMBER MAT WITH WEDGE

- > Non-manipulative/non-locomotor
 - Stretching, balancing, rolling, twisting, turning, and transferring weight
 - Muscular strength and endurance
 - Flexibility
- > Locomotor
 - Creeping, crawling, climbing, and walking
 - Cardiovascular endurance



• TUMMY TIME PILLOW

(Use with BAK activities on pages 27)

- > Non-manipulative/non-locomotor
 - Upper body support
 - Muscular strength and endurance
 - Trunk control
- > Locomotor
 - Creeping and crawling



• GIANT STACKABLE RINGS

- > Manipulative
 - Reaching, grasping, and collecting
- > Non-manipulative/non-locomotor
 - Twisting, turning, balancing, and stretching
 - Muscular strength and endurance (core, arms)
- > Locomotor
 - Creeping, crawling, and walking



GENERAL MANAGEMENT SUGGESTIONS:

- Watch for infant sticking items into mouth
- Make positive and soothing noises to encourage infant movement
- Provide physical guidance and stimulation as the infant moves

Additional equipment that would be beneficial to provide physical activity opportunities to an infant classroom includes, but is not limited to:

- Push toys
- Pull toys
- Pillows
- Baby tub
- Baby gym
- Blanket
- Bottles
- Newspaper, other paper
- Rattles





SUPPLEMENTAL ITEMS FOR CENTERS/SCHOOLS

Please note that *Be Active Kids Movement Guide* activities are designed to be completed without any special equipment. The equipment listed below will enhance the infant's physical activity environment by providing motivational materials to manipulate, move, and explore.

• 12 FOOT PARACHUTE

- > Manipulative
 - Grasping
 - Muscular strength and endurance (arms, shoulders, core)
- > Non-manipulative/non-locomotor
 - Turning, twisting, jumping and landing (light/strong, fast/slow, up/down)
- > Locomotor
 - Chasing, fleeing, crawling, running, and hopping (clockwise/counterclockwise, right/left, under, surrounding, leading/following)
- > Management
 - Set expectations for letting go and going under parachute
 - Provide cues for what to do at the start and end of parachute activities



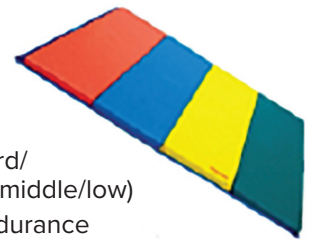
• WEDGE MAT

- > Non-manipulative/non-locomotor
 - Rolling, balancing, and transferring weight (forward/backward, up/down)
- > Locomotor
 - Walking, crawling, and creeping (on/off, over)



• FLAT MAT

- > Non-manipulative/non-locomotor
 - Rolling, balancing, and transferring weight (forward/backward, up/down, high/middle/low)
 - Muscular strength and endurance (arms, shoulders, legs, core)
 - Flexibility
- > Locomotor
 - Walking, creeping, and crawling (on/off, over/under, around)
 - Cardiovascular endurance
- > Management
 - Start with individual play, then allow for partner play, then small group play



• PHYSIOBALL

- > Manipulative
 - Rolling, kicking, and dribbling (light/strong, far/near)
- > Non-manipulative/non-locomotor
 - Balancing, stretching, twisting, turning, and bouncing* (on/off, wide/narrow)
 - Muscular strength and endurance (legs, core, arms, shoulders)
 - Cardiovascular endurance
 - Flexibility



(* Bouncing while sitting or laying on top of the ball will stimulate the vestibular system.)

- > Management
 - Limit to one child at a time
 - Physically support child if legs/feet are on ball and off ground
 - Avoid having children jump or dive onto ball

Additional equipment that would be beneficial to provide physical activity opportunities for a center/school includes, but is not limited to:

- Mini trampolines
- Scooter boards
- Bilbos
- Slides
- Plastic river rocks
- Mini seesaws
- Balance beams
- "Rody"/hippity hop balls
- Swing cars

